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ABSTRACT

The curriculum materials for grades 6-8 presented in the guide have been classroom developed and tested; they are the result of a project to establish a comprehensive career education program in the Cashmere and Peshastin-Dryden, Washington School Districts. An introduction discusses goals and is supplemented by the National Standard Career Education Model Goal Statements and a job cluster emphasis chart. The curriculum guide is organized according to: topic, grade level, program and course goals, instructional goals and behavioral objectives, learning activities, resources, estimated time involved, career education cluster, element of career education, subject area correlation, comments, and plans for evaluation. Units for individual grades number: 6 for grade 6, and 12 for grades 7 and 8 combined. Concepts emphasized in the program include: self-understanding, the relevance of academic subjects to careers, the library, and specific careers as they relate to typical student interests. A guidance and library section discusses resources developed in the program. Teacher directed material is appended and includes: career education questions and answers, an outlined presentation of program planning, teaching method suggestions, teacher evaluation of 78 commercial materials (including information on source, title, type, level, approximate cost, and comments), and a bibliography. (LH)

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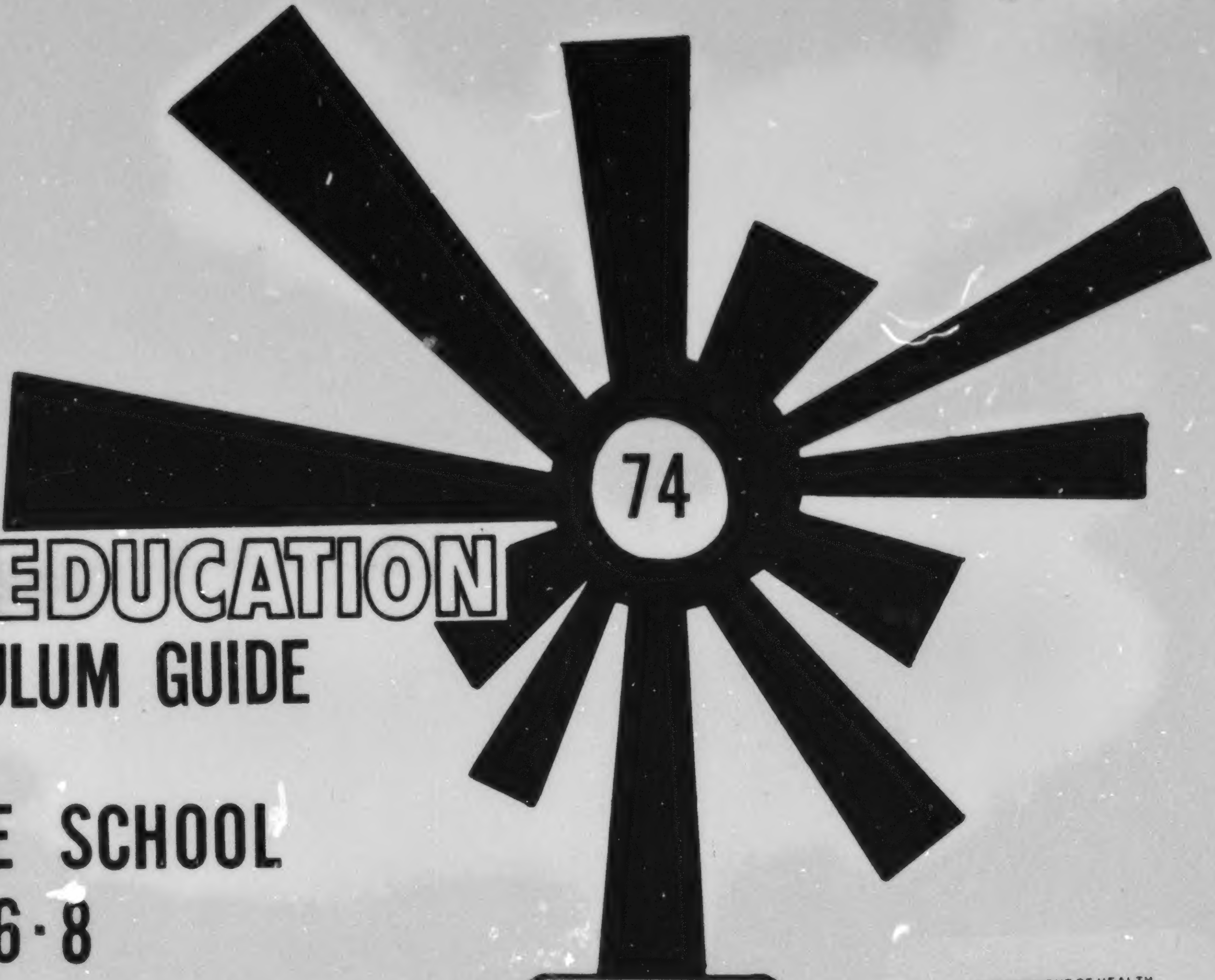

CAREER EDUCATION
CURRICULUM GUIDE

2

MIDDLE SCHOOL
6-8

Cashmere Peshastin - Dryden Washington

Career Education Project

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Washington State Coordinating Council for Occupational Education

Research and Development Project

in Career Education

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WASHINGTON STATE COORDINATING COUNCIL
FOR OCCUPATIONAL EDUCATION

VOCATIONAL EDUCATION DIVISION

Research and Development Project in Career Education

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Conducted in the Cashmere and
Peshastin-Dryden School Districts

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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WASHINGTON, D.C. 20202

July 12, 1974

Dr. Richard D. Johnson
Superintendent of Schools
Cashmere, Peshastin and Dryden Districts
210 South Division
Cashmere, Washington 98815

Dear Dr. Johnson:

Paul Manchak, of the Montgomery Public Schools, was kind enough to send me a copy of his letter to you dated July 2, 1974. I wanted to drop you just a short note to add my high support to the kind remarks Mr. Manchak made to you in his letter. I have had, as you probably know, the opportunity of working with Dr. Ronald Frye of your staff at one of our Career Education mini-conferences here this summer. I, too, am very, very impressed at what you are doing. I hope that your efforts continue to expand. You certainly have one of the finest career education programs in the nation.

Sincerely,

Kenneth B. Hoyt
Associate Commissioner
Office of Career Education
Bureau of Occupational and
Adult Education

cc: Dr. Ronald Frye
DDr. Paul Manchak

STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
OLYMPIA

DANIEL J. EVANS
GOVERNOR

April 30, 1974

Dear Citizens of the State of Washington:

Due to the prominent stature career education has taken in the State of Washington and across the country, research and development must be accomplished that will fill in educational gaps that have evolved.

It is evident that multi-agency cooperation with business, industry and labor is paramount to the research and development of career education Kindergarten through Adult. Washington's educational agencies will cooperate in endeavors which will determine "bench marks" or points of departure upon which multi-faceted career education can take place within our State and throughout the country.

Sincerely,

Daniel J Evans

Daniel J. Evans
Governor

Frank Brouillet

Frank B. Brouillet
State Superintendent
of Public Instruction

John C. Mundt, Director
State Board for Community
College Education

Arthur A Binnie

Arthur A. Binnie, Executive Director
Coordinating Council
for Occupational Education

James M. Furman

James M. Furman
Executive Coordinator
Council on Higher Education

PREFACE

The curriculum materials in this booklet were developed and tested in the classroom by teachers in the Cashmere and Peshastin-Dryden, Washington School Districts. These curricular materials were then edited by Mrs. Bernadette Griffith, Coordinator of the Curriculum Component for the project. The material is intended for the use of teachers at the various grade levels and should be considered as a GUIDE and be looked upon as IDEAS which may be modified to fit into a particular classroom situation.

It is important to understand that in this booklet, Career Education is viewed as an ongoing process incorporated throughout the curriculum. Career Education is not a separate course in the curriculum, nor is it an isolated activity. Career Education has the potential of making learning more meaningful for students and teachers by introducing students to attitudes and life situations by incorporating these factors into "school work". The concept of a career-centered school program does not suggest that existing curriculum should be scrapped, but rather the intent is to revitalize education around a career-centered theme, emphasizing people and their roles as workers, homemakers, and citizens.

----Ronald M. Frye
Project Director

A PROGRAM OF CAREER EDUCATION IN SMALL SCHOOLS

In the transition from a simple to a highly technical society, observations and employment of youth outside the school is less and less a part of life. Therefore, it becomes more and more the responsibility of the schools to inform youth about employment in the wide variety of occupations. This has become accepted as a major goal in American education.

THE PROGRAM

Even though efforts have been made by schools to provide a variety of occupational programs, all too many youth are still leaving school with no knowledge of job availability or requirements. These youth have only limited knowledge of the attitudes and skills needed to secure, hold, and progress in an occupation.

Even though there is wide acceptance of career education as a responsibility of the school, it still remains isolated from the "general" curriculum in elementary and secondary schools. Schools must allow students to develop some occupational potential and aid these students in identifying interests abilities, and opportunities in making career decisions.

PURPOSE:

The purpose of this project was to establish a comprehensive program of career education (K-14) in three small economically disadvantaged communities. The objectives of the project were intended to meet the needs of all children, serviced by the local education agencies, relevant to career education and orientation, vocational guidance and counseling. Further, the intent of this project was to provide a model with salient features that have both transportability and impact throughout the state of Washington and to other states.

GOALS:

1. To increase student awareness of the range of options open to them today and to probable future changes.
2. To increase the self-awareness of each student, modify attitudes about personal, social, and economic significance of work and to assist students in developing appropriate decision-making skills.
3. Stress, at the elementary level, career awareness.
4. Provide at the junior high or middle school level, career orientation and exploratory experiences.
5. To expose students to a variety of occupations, to inform them of occupational requirements and where possible, involve students in cooperative occupational programs and/or laboratory experiences. Also, where possible, to enable students to observe on-the-job performance.
6. Develop techniques, procedures and materials which complement existing curriculum.
7. Collect and utilize experiences, data, and materials from existing curriculum.

GOALS (Continued)

8. Involve all staff members in an in-service training program aimed toward career education.

9. To counsel students toward opportunities available to them after completion of high school.

10. To disseminate information and materials to educational agencies within the state and nation.

GOALS

At the beginning of the project, it was discovered that a scope and progressional sequence was needed to aid teachers with curriculum development. As a result of this need, a search was made to see if progressional goals existed. *The National Standard Career Education Model Goal Statements* was discovered. It was felt that these goal statements would assist teach[illegible] various grade levels by aiding them to see a logical prog[illegible] of development for career education. Plus, teachers discovered ideas as to how career education could be incorporated into their classrooms.

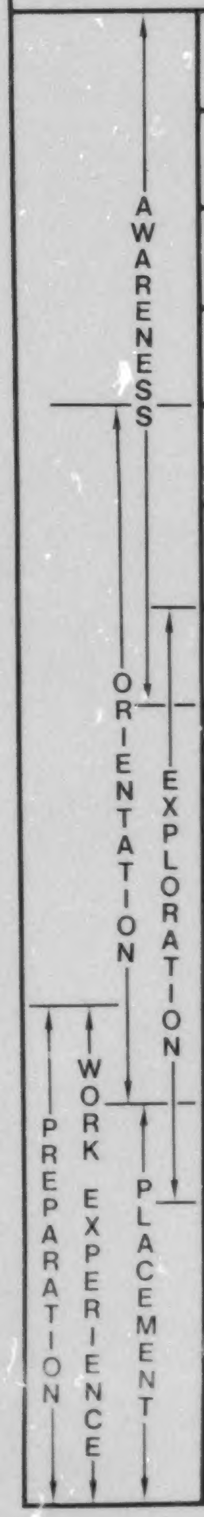
As a general rule, the goal statements were accepted for each grade level, but were not necessarily limited to that particular grade level. If a teacher was teaching in grade eight and felt strongly that a goal stated for grade four would better fit the needs of the material to be presented, the teacher was allowed to use the goal from grade four, but generally remained committed to the goals for grade eight.

Specific class objectives appear for each unit or activity printed in this guide. Credit for these objectives goes to each teacher who has contributed to the writing.

The following Goals Chart was printed with permission from Educational Properties Incorporated, P.O. Box DX-Irvine, California, 92664. An attractive 28" x 22" wall chart, printed in color, may be purchased by writing to the above address.

GOAL STATEMENTS

ELEMENTS OF CAREER EDUCATION	APPRECIATIONS AND ATTITUDES	SELF AWARENESS	DECISION-MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS
K	Understand the importance of each individual in the function of the home unit.	Understand the rights and responsibilities of the individual at home and school	Become aware of cause and effect in making decisions.	Be aware of roles in the home and similar roles in the school.	Know the jobs of home members and school personnel.
1	Learn to appreciate all individuals in the school setting.	Know the importance of "self" as an individual and as a worthy member of groups.	Be aware of the consequences of personal decision-making.	Understand the similarities and differences between home roles and school roles.	Relate home and school jobs to community functions.
2	Be aware of the importance of getting along with other people.	Be aware of the capabilities and limitations of individuals.	Analyze alternatives to problems and be able to express them verbally and in written form.	Relate basic skill development to life roles within the community.	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.
3	Realize the contributions of community members to the student and others.	Recognize attitudes toward learning tools and their value in achieving individual goals.	Identify components of the decision-making process.	Understand the similarities and differences between life roles and learned skills.	Compare local jobs to jobs in general.
4	Be aware of the wage earner's job and how it affects the home unit.	Relate the mastery of educational skills to individual success.	Realize the need for goals in life-style decisions.	Be aware of individual strengths and weaknesses as related to peer groups.	Group cluster jobs according to similarity of job performances.
5	Analyze working roles as to advantages and disadvantages.	Be aware of the individual's rights and responsibilities as a worker.	Apply decision making process to school related problems.	Understand the relationships between the role of the individual, his environment and the roles of selected adults.	Understand the impact of career clusters on life styles.
6	Understand the relationship between occupations and their growth and development.	Select career clusters as related to individual strengths and weaknesses.	Apply the decision making process to home and social related problems.	Understand the relationships between people and their effect on the accomplishment of tasks.	Recognize abilities and skills required for various career clusters.
7	Appreciate all forms of human endeavor and work.	Choose career clusters as related to interests and abilities.	Weigh long and short range effects of different alternatives to specific problems.	Identify and understand values as they relate to life-style.	Understand the relationships between attitudes and values and career clusters.
8	Understand the impact of work in one's life and resulting need to make a meaningful career choice.	Develop self perception of abilities and interests as related to actual career requirements.	Apply decision-making process to study of careers.	Identify present life-style and conditions determining that style.	Understand the relationships between interests and abilities and career clusters.
9	Relate attitudes and awareness to specific or related job clusters.	Build reality awareness perception of "where I am compared to where I want to be."	Analyze and refine previous career decisions based on counseling, work experience and all available information.	Determine a tentative personal schedule to acquire necessary and desired special skills.	Based on understanding of interests, values and abilities, study career clusters. Survey courses in career clusters.
10	Understand the importance of all careers and their contribution to society.	Relate personal values and influence of other's values on career choice.	Select a career cluster for in-depth analysis.	Acquire special skills needed for predicted or desired life-style.	Explore the career clusters in depth based on interests, values and abilities. Gain planned work experience.



GOAL STATEMENTS

ATIONS TUDES	SELF AWARENESS	DECISION-MAKING	EDUCATIONAL AWARENESS	CAREER AWARENESS	ECONOMIC AWARENESS	SKILL AWARENESS, BEGINNING COMPETENCE	EMPLOYABILITY SKILLS
impor dividual in he home	Understand the rights and responsibilities of the individual at home and school	Become aware of cause and effect in making decisions	Be aware of roles in the home and similar roles in the school	Know the jobs of home members and school personnel.	Identify within the home unit: What is available, needed, wanted, luxury.	Identify different tools for different careers.	Understand the need to share and cooperate to complete tasks.
ate all e school	Know the importance of "self" as an individual and as a worthy member of groups.	Be aware of the consequences of personal decision-making	Understand the similarities and differences between home roles and school roles.	Relate home and school jobs to community functions.	Be aware of the exchange of goods and services.	Be aware that school is a job that requires mastery of basic skills for success	Acquire the ability to develop rules with others, accept direction and take responsibility.
importance with other	Be aware of the capabilities and limitations of individuals.	Analyze alternatives to problems and be able to express them verbally and in written form.	Relate basic skill development to life roles within the community.	Gain a knowledge of jobs necessary to maintain the community and their dependency on each other.	Understand the money exchange system vs. the barter system.	Understand the use of various communication tools and their effect on life-style and future career choice.	Identify styles of interaction that contribute to individual and group goals.
ributions embers to others.	Recognize attitudes toward learning tools and their value in achieving individual goals.	Identify components of decision-making process.	Understand the similarities and differences between life roles and learned skills.	Compare local jobs to jobs in general.	Understand our monetary system.	Understand the use of personal tools and their effect on life-style and future career choice.	Understand how to resolve personal conflict between individual and group goals.
wage how it unit.	Relate the mastery of educational skills to individual success.	Realize the need for goals in life-style decisions.	Be aware of individual strengths and weaknesses as related to peer groups.	Group cluster jobs according to similarity of job performances.	Understand the process of production and distribution of goods and services.	Understand and master the use of tools for measurement and extension of energy in simple machines.	Participate in active groups in order to develop individual and group goals.
roles as to	Be aware of the individual's rights and responsibilities as a worker.	Apply decision-making process to school related problems.	Understand the relationships between the role of the individual, his environment and the roles of selected adults.	Understand the impact of career clusters on life-styles.	Be aware of the law of supply and demand.	Participate in and understand the processes of mass production. Mastery of several measurement tools.	Understand how to relate the school environment to society at large and the need for structure and order.
relation- cupations and	Select career clusters as related to individual strengths and weaknesses.	Apply the decision-making process to home and social related problems.	Understand the relationships between people and their effect on the accomplishment of tasks.	Recognize abilities and skills required for various career clusters.	Understand that specialization creates an interdependent society.	Understand tools and processes used in research. Simple machines combined to produce complex machinery.	Identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.
rms of and work.	**Choose career clusters as related to interests and abilities.**	**Weigh long and short range effects of different alternatives to specific problems.**	**Identify and understand values as they relate to life-style.**	Understand the relationships between attitudes and values and career clusters.	**Develop the concept of management of finances (earning, spending, borrowing, savings).**	**Master the use of tools and processes used in research in the physical and social sciences. Understand use of tools in selected career clusters.**	Understand the social and personal relationship and their effect on employment.
impact of and make a er choice.	**Develop self perception of abilities and interests as related to actual career requirements.**	**Apply decision-making process to study of careers.**	Identify present life-style and conditions determining that style.	Understand the relationships between interests and abilities and career clusters.	**Understand economic potential as related to career clusters, i.e., relate cost of entering a field to future expected income.**	Use basic tools found in career clusters.	Relate personal and social interaction skills to career clusters.
and cific or rs.	**Build reality awareness perception of "where I am compared to where I want to be."**	**Analyze and refine previous career decisions based on counseling, work experience and all available information.**	**Determine a tentative personal schedule to acquire necessary and desired special skills.**	**Based on understanding of interests, values and abilities, study career clusters. Survey courses in career clusters.**	**Understand the Tools of Business: Read and interpret tables, graphs, and charts used as a consumer.**	**Match necessary skills and processes with selected career clusters.**	Understand the skills necessary to acquire, maintain and progress in employment.
imper- rs and n to	**Relate personal values and influence of other's values on career choice.**	**Select a career cluster for in-depth analysis.**	**Acquire special skills needed for predicted or desired life-style.**	**Explore the career clusters in depth based on interests, values and abilities. Gain planned work experience.**	**Relate legal and financial consideration to career clusters in general.**	**Match individual abilities and interests with skills and processes needed in career clusters.**	Develop personal and social inter-action skills related to in-depth study of one career cluster.
							Develop employability skills necessary for the anticipated job. [illegible]
							[illegible]
							[illegible]

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CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

CAREER EDUCATION CLUSTER - - EMPHASIS CHART

CAREER CLUSTER	K	1	2	3	4	5	6	7	8	9	10	11	12
BUSINESS AND OFFICE				X	X			X	X		X	X	X
MARKETING AND DISTRIBUTION	X		X	X	X	X		X	X			X	X
COMMUNICATIONS AND MEDIA		X									X	X	X
CONSTRUCTION					X					X	X	X	X
MANUFACTURING					X	X			X	X			
TRANSPORTATION	X			X				X					
AGRI-BUSINESS & NATURAL RESOURCES	X	X	X	X	X	X			X		X	X	X
MARINE SCIENCE						X							
ENVIRONMENTAL CONTROL			X		X	X	X					X	
PUBLIC SERVICES	X	X	X		X	X	X					X	X
HEALTH					X	X					X		
HOSPITALITY AND RECREATION		X	X		X			X	X	X	X	X	X
PERSONAL SERVICES		X			X								
FINE ARTS AND HUMANITIES			X	X		X	X	X	X	X	X	X	X
CONSUMER AND HOMEMAKING	X	X	X		X					X	X	X	X

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

ELEMENTS OF CAREER EDUCATION - - EMPHASIS CHART

ELEMENTS OF CAREER EDUCATION	K	1	2	3	4	5	6	7	8	9	10	11	12
APPRECIATION AND ATTITUDES	X	X	X	X	X	X	X		X	X	X	X	X
SELF AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
DECISION-MAKING	X		X	X	X				X	X	X	X	X
EDUCATIONAL AWARENESS		X	X	X	X	X	X	X		X	X	X	X
CAREER AWARENESS	X	X	X	X	X	X	X	X	X	X	X	X	X
ECONOMIC AWARENESS	X	X	X	X	X	X			X			X	X
SKILL AWARENESS, BEGINNING	X	X	X	X	X	X	X		X	X	X	X	X
EMPLOYABILITY SKILLS	X	X	X	X	X	X	X		X	X	X	X	X

CASHMERE, PESHASTIN-DRYDEN

CAREER EDUCATION PROJECT

GRADE SIX: UNIT TITLES

1. You and Your Environment 6-A-1
   Bill Oates

2. Library Workers 6-B-1
   Justine Van Belkum

3. Library Research Skills 6-C-1
   Justine Van Belkum

4. Careers Related to Fine Arts and the Humanities 6-D-1
   Joy Deich

5. The Role of Mathematics in Business. 6-E-1
   Reg Wiggins

6. Outdoor Education Camp 6-F-1
   Bill Behler, Joy Deich, Reg Wiggins, Bill Oates

TITLE: YOU AND YOUR ENVIRONMENT

PROGRAM GOAL: The student will understand the relationship between occupations and their growth and development.

COURSE GOAL: The student will recognize the importance of the people that make a living from the forest and how each job effects the other.

SCHOOL: Cashmere Middle School

GRADE: Sixth

EST. TIME INVOLVED: six hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many occupations related to the forest.	1. Class discussion of occupations related to the forest.	Films on the forest Forester
B.O. The student will list 10 occupations related to the forest.	2. View film on the forest.	Mill Foreman
	3. Use resource material.	Water Technician from hydrology lab.
	4. Invite forester, mill foreman, carpenter and lab technician to explain their job and how they are interdependent.	Carpenter Resource material
	5. Invite discussion about advantages and disadvantages and educational background.	Pamphlets Pictures, etc.

COMMENTS:

CAREER EDUCATION CLUSTER: Environmental Control

ELEMENT OF CAREER EDUCATION: Appreciation & Attitude

SUBJECT AREA CORRELATION: Science.

PLANS FOR EVALUATION:

Class discussion about how each job is interdependent with the other.
Write interview questions - trade paper and answer questions.

Developed By: Bill Oates

TITLE: YOU AND YOUR ENVIRONMENT

PROGRAM GOAL: The student will understand and recognize abilities and skills that are required for various career clusters.

COURSE GOAL: The student will recognize that ability and skill are essential in recognizing and controlling insect pests in our yards, homes and community.

SCHOOL: Cashmere Middle School

GRADE: Sixth

EST. TIME INVOLVED: 4 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student understands the necessity of formulating good interview questions. I.G. The student will recognize abilities and skills required to control insects. B.O. The student will write five interview questions. B.O. The student will list five skills and five abilities needed to control insects.	1. Class discussion on abilities and skills needed to control insects. 2. Write interview questions directed to either representatives or scientist. 3. Invite insect scientist and representatives to explain skills and abilities necessary for the job. 4. Ask each to give advantages and disadvantages of their job. 5. Also ask for educational background.	Representative from Chemical Co. Insect Scientist

COMMENTS:

CAREER EDUCATION CLUSTER: Environmental Control

ELEMENT OF CAREER EDUCATION: Career Awareness

SUBJECT AREA CORRELATION: Science, Lang. Arts

PLANS FOR EVALUATION:

Take notes on what speaker said and write notes into story form. Read stories to class and discuss.

Developed By: Bill Oates

TITLE: YOU AND YOUR ENVIRONMENT

PROGRAM GOAL: The student will understand the tools and processes used in research. Simple machines combine to produce complex machines.

COURSE GOAL: The student will recognize that larger machines are made up of many smaller machines and that these machines are operated by trained workers.

SCHOOL: Cashmere Middle School

GRADE: Sixth

EST. TIME INVOLVED: 3 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many machines used in the community operated by trained operators. B.O. The student will list 10 machines in the community that are operated by trained operators.	1. Work in groups and complete a list of all machines and operators. 2. Interview machine operator about advantages and disadvantages and educational background. 3. Interview vocational teacher about importance of machines. Also advantages and disadvantages and educational background.	Machine operator Vocational Teacher

COMMENTS:

CAREER EDUCATION CLUSTER: No Specific Cluster
ELEMENT OF CAREER EDUCATION: Skill Awareness
SUBJECT AREA CORRELATION: Beg. Competency, Science

PLANS FOR EVALUATION:

Developed By: Bill Oates

TITLE: YOU AND YOUR ENVIRONMENT

PROGRAM GOAL: The student will become aware of various careers as related to individual strengths and weaknessess.

COURSE GOAL: The student will recognize that occupation or career depends greatly on individual strength and weakness.

SCHOOL: Cashmere Middle School
GRADE: Sixth
EST. TIME INVOLVED: 6 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student recognizes that many occupations are related to the soil. B.O. The student will list five occupations that are related to the soil.	1. Class discussion of occupations related to the soil. 2. View film on the importance of soil. 3. Use resource materials to broaden knowledge of various soil occupations. 4. Invite soil scientist, nurseryman, orchardist (farmer) and laborer to explain to class their likes and dislikes, advantages and disadvantages of their job. 5. Speakers tell what educational background is needed.	Film on Soil Soil Scientist Nurseryman Orchardist Laborer Resource material on various occupations pertaining to soil.

COMMENTS:

CAREER EDUCATION CLUSTER: Environmental Control
ELEMENT OF CAREER EDUCATION: Self Awareness
SUBJECT AREA CORRELATION: Science

PLANS FOR EVALUATION: Class discussion about careers and how each job is unique and requires special talent. Construct notebook on each resource person showing educational requirements, advantages and disadvantages, etc.

Developed By: Bill Oates

TITLE: YOU AND YOUR ENVIRONMENT

The student will learn to understand the relationships between people and effect on accomplishment of task.

The student will recognize that tasks are performed by competent, hardworking, and honest people and each task is important.

Cashmere Middle School
Sixth
4 hours

I.G. The student is aware of specific tasks that require competent, hardworking, honest people.

B.O. The student will name 10 tasks that require competent, hardworking, honest people.

1. Class discussion of occupations related to keeping water clean.
2. Show film showing various jobs dealing with water.
3. Use resource material.
4. Invite city sanitation engineer, PUD representative, and factory owner (one who uses water in the processes) or manufacturing a product to explain their job and educational background, and how competent, hardworking, honest people are needed in our work force.

Film on water

City sanitation engineer

P.U.D. representative

Factory owner

All
Environmental Control
Educational Awareness

Bring to class examples of competent, hardworking, hones people in business who have made an impression on the students parents and share with the class.

Bill Oates

TITLE: LIBRARY WORKERS

PROGRAM GOAL: The student will recognize abilities and skills required for various career clusters.

COURSE GOAL: The student is aware of the variety of jobs necessary to maintain different types of libraries.

SCHOOL: Dryden Elementary

GRADE: Six

EST. TIME INVOLVED: Three weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.O. The student will learn about the many different types of librarians.	1. Listen to school librarian explain her duties. 2. Visit the public library and visit with the librarian.	School Librarian Public Librarian Regional Library and Personnel
B.O. The student can identify the many jobs found in a library.	3. Visit the regional library to see the number of jobs available in a large library.	
B.O. The student can identify the many types of librarians, e.g. law, medical, school, etc.	4. Use book catalogues and order books they would like to see in their library. (Each child was given a $ limit.)	

COMMENTS:

CAREER EDUCATION CLUSTER: Public Service

ELEMENT OF CAREER EDUCATION: Career Awareness

SUBJECT AREA CORRELATION: All

PLANS FOR EVALUATION: Teacher observation

DEVELOPED BY: Justine Van Belkum

TITLE: LIBRARY RESEARCH SKILLS

PROGRAM GOAL: The student can understand the tools and processes used in research.

COURSE GOAL: The student recognizes how to use a library properly to find desired information.

SCHOOL: Dryden Elementary

GRADE: Six

EST. TIME INVOLVED: Three weeks

	INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES		LEARNING ACTIVITIES	RESOURCES
I.G.	The student is aware of the many different ways of locating specific information in a library.	1.	Student locates answers to given questions in the encyclopedia, almanac, etc.	School library Regional library
B.O.	The student can find material in an encyclopedia by using the index.	2.	Student writes a report from the information found in reference books.	
B.O.	The student can locate information in the card catalog.	3.	Student finds information from given questions in the card catalog.	
B.O.	The student can locate information in an almanac.	4.	Student checked out books from the regional library and wrote reports.	
B.O.	The student can file cards in the card catalog.			

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION: Skill Awareness
SUBJECT AREA CORRELATION: All

PLANS FOR EVALUATION:

A short quiz was given on filing and the use of the card catalog, at the end of the unit.

Developed By: Justine Van Belkum

TITLE: CAREERS RELATED TO FINE ARTS AND THE HUMANITIES

PROGRAM GOAL: The student will select career clusters as related to individual strengths and weaknessess.

COURSE GOAL: The student will become aware of careers in fine arts and the humanities.

SCHOOL: Cashmere Middle School

GRADE: Sixth

EST. TIME INVOLVED: 6 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the broad scope of careers in fine arts and the humanities.	1. View films on fine arts and artists.	Films
I.G. The student is aware of individual talents and how they can be developed.	2. Discussions about the various fine arts fields and vocations in them.	Filmstrip: Art Masters
B.O. The student will define fine arts.	3. Class sharing.	Resource Person: Teacher of humanities
B.O. The student will list at least two careers in at least four areas of fine arts.	4. View "Art Masters" filmstrip and discuss.	
B.O. The student will contribute at least one project to the class, artistic, musicial, etc.	5. Student will write a paragraph on what is meant by Fine Arts.	

COMMENTS:

CAREER EDUCATION CLUSTER: Fine Arts and Humanities Occupations

ELEMENT OF CAREER EDUCATION: Self Awareness

SUBJECT AREA CORRELATION: Language Arts

PLANS FOR EVALUATION:

Test over lessons on fine arts.
Students will write an evaluation. Teacher observations.

Developed By: Joy Deich

TITLE: CAREERS RELATED TO FINE ARTS AND THE HUMANITIES

PROGRAM GOAL: The student will understand the relationships between people and their effect on the accomplishemtn of tasks.

COURSE GOAL: The student will become aware of careers related to music, the advantages, disadvantages, and the necessary qualifications for various music careers.

SCHOOL: Cashmere Middle School

GRADE: Sixth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of careers in music. I.G. The student will become aware of the rewards and disadvantages of a music career. I.G. The student will become aware of the necessary qualifications, talent, etc. for a musical career. B.O. The student will list ten careers in the field of music. B.O. The student will list five facts about musical careers and five disadvantages of the same.	1. Have a music teacher speak on his career and tell about famous musicians and requirements for these occupations. 2. View film on a famous musician's life and works. 3. Each student will make a report on the life of a famous musician. 4. Class discussions. 5. Attend the high school concert. 6. Each student will give a demonstration of a musical instrument, an oral report or tell about how a song was written (the story behind the song.) 7. Have a high school student sing, play an instrument, etc., and explain to the class.	Resource Persons: Music teacher Band teacher Film

COMMENTS:

CAREER EDUCATION CLUSTER: Fine Arts and Humanities Occupations

ELEMENT OF CAREER EDUCATION: Educational Awareness

SUBJECT AREA CORRELATION: Social Studies, Music

PLANS FOR EVALUATION: Check students' lists

Observe demonstrations and discussions

Answer questions on a short quiz about the life of the composer studied by the whole class.

6-D-2

Developed By:

~~Joy Deich~~

TITLE: CAREERS RELATED TO FINE ARTS AND THE HUMANITIES

PROGRAM GOAL: The student will identify the individual's role in society and its effect on increased personal satisfaction and improved group achievement and morale.

COURSE GOAL: The student will understand the role dancing plays in our lives and will become aware of the requirements for careers in dancing.

SCHOOL: Cashmere Middle School

GRADE: Sixth

EST. TIME INVOLVED: 5 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of the role dancing plays in our lives, the history of the dance, and related careers.	1. Have a dance instructor speak on the history of the dance, requirements of a dancer, and related careers.	Resource Persons: Dance instructor Costume designer
B.O. The student will list five facts about the history of the dance. B.O. The student will list five things a dancer must do to keep up with his career.	2. View a TV show with dancing and discuss in class.	Films
B.O. The student will discuss the advantages and disadvantages of dancing as a career.	3. Have a costume designer speak to the class about her career.	
B.O. The student will list five careers related to the dance.	4. View a film on the dance.	

COMMENTS:

CAREER EDUCATION CLUSTER: Fine Arts and Humanities Occupation

ELEMENT OF CAREER EDUCATION: Employability Skills

SUBJECT AREA CORRELATION: Language Arts

PLANS FOR EVALUATION: Check students lists and observe their discussions. Have students write an evaluation on the unit.

Developed By: Joy Deich

TITLE: CAREERS RELATED TO FINE ARTS AND THE HUMANITIES

PROGRAM GOAL: The student will select career clusters as related to individual strengths and weaknessess.

COURSE GOAL: The student is aware of the type of publications he enjoys reading and the type of writing he enjoys creating.

SCHOOL: Cashmere Middle School

GRADE: Sixth

EST. TIME INVOLVED: 6 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of various occupations in which a writer could be employed. I.G. The student will become aware of the advantages and disadvantages of being a writer. B.O. The student will list ten occupations related to writing. B.O. The student will list five reasons a person might become a writer and five disadvantages of the occupation.	1. Have a free-lance writer speak to the class. 2. Have a newspaper person speak to the class 3. Write a report on the life of a famous writer. 4. Creative writing exercises.	Resource Persons: Free-lance writer Newspaper employee Film: The Life of Henry W. Longfellow Visit a newspaper Newspaper article about the program.

COMMENTS: The writer writes a story for the local paper about the Fine Arts Career Education Program using pictures of students doing their projects, speakers, etc.

CAREER EDUCATION CLUSTER: Fine Arts and Humanities Occupation

ELEMENT OF CAREER EDUCATION: Self Awareness

SUBJECT AREA CORRELATION: Language Arts, Creative Writing

PLANS FOR EVALUATION:

Check students' lists
Have students fill out an evaluation form

Developed By:

Joy Deich

6-D-4

TITLE: CAREERS RELATED TO FINE ARTS AND THE HUMANITIES

PROGRAM GOAL: The student recognizes abilities and skills required for various career clusters.

COURSE GOAL: The student will become aware of careers related to art.

SCHOOL: Cashmere Middle School
GRADE: Sixth
EST. TIME INVOLVED: 6 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

I.G. The student will become aware of occupations related to art.
I.G. The student will become aware of some of his own talents.

B.O. The student will list ten occupations related to art.
B.O. The student will discuss art and its influence on our lives.

LEARNING ACTIVITIES

1. Hear an art teacher tell about his career and related careers.
2. Hear an artist tell about his art.
3. Visit an art exhibit.
4. Hear a commercial artist tell about his work.
5. View films.
6. View filmstrips,
7. Have some art activities. Students may choose their own medium from clay, painting, crayon, chalk, paper-mache', wire sculpture.

RESOURCES

Resource Persons:
  Artist
  Commercial artist

Films

Art Masters Filmstrips

Field Trip:
  Art exhibit

COMMENTS:

CAREER EDUCATION CLUSTER: Fine Arts and Humanities Occupation
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Language Arts: Fine Arts

PLANS FOR EVALUATION:

Check students' lists.
Observe students' discussions. Art display of students' work.

Developed By:
Joy Deich

TITLE: THE ROLE OF MATHEMATICS IN BUSINESS

PROGRAM GOAL: The student will recognize abilities and skills required for various career clusters.

COURSE GOAL: The student will gain an understanding and knowledge of the uses and needs for mathematics in various businesses in our community

SCHOOL: Cashmere Middle School
GRADE: Sixth
EST. TIME INVOLVED:
On-going all year

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

I.G. The student is aware of the need for and the usage of math in our daily lives.

B.O. The student, from the slides, will list different ways math can be used in both business or occupation depicted.

LEARNING ACTIVITIES

1. Teacher prepare a set of color slides of the different businesses and occupations of the community. (Should depict inside and outside of businesses)
2. Teacher prepare a set of pictures showing mathematics in use in different ways. (To be used for a bulletin board.)
3. Arrange the class into groups of five students each. A slide will be shown and the students will make a list of the ways math would be used or needed in that particular business.
4. Class discussion in which the class would prepare one large master list on the blackboard or in a notebook.

RESOURCES

Local Community Business and Specific Occupations utilized for Slides:

Service Station
Grocery Store
Drive-In
Bank
Bakery
Real Estate Off.
Tire Shop
Medical Center
Motel
Warehouse
Factory
Helicopter Terminal
Clothing Store
Lumber Co.
Orchard
Cabinet Shop

Post Office
School Dist.
Cafe
Pharmacy
Attorney
Barber
Library
Construction
Electrician
TV Service
and Sales
Secretary
Housewife

COMMENTS: This activity could also be used as a game or contest between groups.

All
Career Awareness
Math

Reg Wiggins

PLAN FOR EVALUATION:

No formal evaluation. Teacher observation of activity.

TITLE: OUTDOOR EDUCATION CAMP

PROGRAM GOAL: The student understands the relationship between the role of the individual, his environment and the roles of selected adults.

COURSE GOAL: The student is aware of the problems involved with conserving natural resources and controlling the environment.

SCHOOL: Cashmere Middle School
GRADE: Sixth
EST. TIME INVOLVED one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student understands that it takes many people in various occupations to solve problems related to natural resources and the environment.	1. Nature hike upon arrival at camp. 2. Guest speakers: Birds Botany Game Birds and Wildlife Survival Training	Resource Persons: Local people who deal with any phase of natural resources and the environment.
I.G. The student is aware of the types of jobs related to natural resources and the environment.	3. Guest speaker: Ecology and Pesticides	Field Trips: Fish Hatchery U.S. Forest Area
I.G. The student is aware of his responsibilities related to this area.	4. Guest speakers: Forest Hydrology Power Soil Conservation Firearm Safety	
I.G. The student learns to appreciate and respect nature.		

COMMENTS: This is a week long activity primarily utilizing guest speakers in their field of expertise. This project uses 3 classroom teachers, a cook and high school students for counselors.

CAREER EDUCATION CLUSTER: Nat. Resources & Environmental
ELEMENT OF CAREER EDUCATION: Educational Awareness
SUBJECT AREA CORRELATION: Outdoor Education - Science

PLANS FOR EVALUATION:

The reports the students write on each speaker and field trip and other camp activities, are used for evaluation.

Developed By:
Bill Behler
Joy Deich
Reg Wiggins
Bill Oates

PROGRAM GOAL:

COURSE GOAL:

Continued from Page 6-F-1

SCHOOL: Cashmere Middle School
GRADE: Sixth
EST. TIME INVOLVED: one week

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
B.O. The student participates in regular camping activities e.g. nature hikes, campfires, etc.	5. Field Trip: Forest Service Area Fire control demonstration Game fish presentation Student plants trees	
B.O. The student can describe several jobs related to natural resources and the environment.	6. Campfire: Guest speaker - Keep Washington Green	
B.O. The student plants trees to help with reforestation.	7. Field Trip: Fish Hatchery tour Slide presentation	
B.O. The student writes reports about information learned from speakers.	8. Return to school	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:
Bill Behler
Joy Deich
Reg Wiggins
Bill Oates

SAMPLE LETTER TO RESOURCE PEOPLE

TO: All resource people assisting in the Cashmere Outdoor Education Program

FROM: Howard Steinburg

SUBJECT: Career Education in relation to your occupation

In relation to our Career Education Program, we are asking our outdoor education resource people to explain not only the skills of their job but to relate other areas of their work that may be meaningful to students.

May I list a few suggested areas that you may discuss with our students. It is your prerogative to answer these questions as individual questions or in the narrative form.

1. What courses in school should students concentrate on if interested in your job as a career?
2. How much post high school education or experience is needed for your job?
3. What are the physical and mental requirements to be successful in your job?
4. What are some advantages and disadvantages of your job?
5. How long has it taken you to get to the position you are responsible for?

Please discuss the necessity for:

- (a) Positive attitude toward ones self and his employer
- (b) Punctuality
- (c) Personal grooming
- (d) Ability to get along with other people
- (e) Any other helpful suggestions to be a success on a job.

I am thanking you for your cooperation in advance in helping us with this combined program of Outdoor Education and Career Education. If you have any questions, you may phone me at my office, 782-2001.

Sincerely,

Howard Steinburg, Principal
Cashmere Middle School
Cashmere, Washington 98815

6-F-3

CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

GRADES SEVEN AND EIGHT: UNIT TITLES

1. Personal and Social Growth 7-A-1
James Crook, Judy Milner, Jim Beck

2. Math and Transportation. 7-B-1
George Hinderman

3. Exploring Occupations Which Interest Me 7-C-1
Janice Irle

4. Eighth Grade Corporation 8-A-1
Carl O'Donnell

5. How Come I Gotta .. (take math) .. etc. 8-B-1
Mel Erickson

6. Understanding Myself 8-C-1
Marion Thies

7. Jobs 8-D-1
Adele Fuhrer, Frank Fuhrer, Dorothy Rogers

8. Continental Land Survey System 8-E-1
Les Kile

9. Bowling: Occupation or Leisure Time Activity?. . . . .7 & 8-A-1
George Hinderman

10. Matching Interests With Careers . . . . .7 & 8-B-1
Jim Meyer

11. Careers Related to the Riding Horse. . . . . .7 & 8-C-1
Mary Drussell

12. Occupations Related to Music . . . . .7 & 8-D-1
Mike Crawford

TITLE: PERSONAL AND SOCIAL GROWTH

PROGRAM GOAL: The student will understand the relationships between people and their effect on the accomplishment of tasks.

COURSE GOAL: The student will develop the ability to analyze and discuss concerns pertaining to personal and social growth.

SCHOOL: Cashmere Middle School

GRADE: Seven

EST. TIME INVOLVED: Three - 50 min. periods

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will identify and examine personal strengths and positive feelings about self.	1. Discuss ground rules of the group. a) respect for each other and her viewpoints. b) One person talks at a time. c) confidentiality within a group.	Butcher paper - enough for each group member to have an individual sheet, (large enough for others to see printing)
B.O. The student will develop a list of personal strengths and positive feelings about self.	2. After a list is developed by each student, it is to be shared individually with each member of the group. As others check each list, they may add other strengths which may have been omitted.	Felt pen for everyone
B.O. The student will develop understanding of the relationship between the ability to list and discuss personal strengths, and the ability to analyze and discuss concerns pertaining to personal and social growth.		Area with enough physical flexibility for the group to be in a circle.

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION: Educational awareness
SUBJECT AREA CORRELATION: Health, Guidance

PLANS FOR EVALUATION:

Observation by adult leader.
Content of final session will determine the degree of sophistication developed by group members

Developed By:
James W. Crook
Judy Milner
Jim Beck

TITLE: PERSONAL AND SOCIAL GROWTH

PROGRAM GOAL:

Continued from Page 7-A-1

COURSE GOAL:

SCHOOL: Cashmere Middle School

GRADE: Seven

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	3. Talk about the meaning of "perceive", within the group and discuss differences in perceptions of different individuals' strengths. 4. Divide into two small groups, and discuss the following: a) what is keeping me from using all my strengths? b) what could I do in the future using all my strengths?	

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:
James W. Crook
Judy Milner
Jim Beck

TITLE: MATH AND TRANSPORTATION

PROGRAM GOAL: The student will recognize abilities and skills required for various career clusters.

COURSE GOAL: The student is aware of the relationship between learned skills and specific occupations.

SCHOOL: Cashmere Middle School
GRADE: Seventh
EST. TIME INVOLVED: 4 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that basic math skills are necessary for all occupations in the transportation cluster. I.G. The student is aware of the many occupations involved in freight transportation. B.O. The student will discover the relationship between learned skills and occupations. B.O. The student can identify several occupations in the transportation cluster.	1. Speaker will discuss: a) Freight transportation and the jobs involved. b) Importance of reading, writing and especially math to jobs in this area. c) Rates and classification of freight. 2. Field trip to freight terminal	Resource Person: Terminal Manager Freight Lines Field Trip: Freight Lines

COMMENTS:

CAREER EDUCATION CLUSTER: Transportation
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Math

PLANS FOR EVALUATION:

Class discussion and evaluation of speaker and field trip.

Developed By: George Hinderman

TITLE: EXPLORING OCCUPATIONS WHICH INTEREST ME

PROGRAM GOAL: The student will understand the relationahip between interests and abilities and specific occupations.

COURSE GOAL: The student will be aware of differences in occupations as they relate to interests and abilities.

SCHOOL: Cashmere Middle School

GRADE: Seventh

EST. TIME INVOLVED: 11 class hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become familiar with a large variety of occupations. I.G. The student is aware that many different factors can affect his decision about a career choice. I.G. The student is aware that the media center is a good source of information regarding careers. B.O. The student will help develop a class form to survey specific occupations (e.g. tasks, time, education required benefits, etc.) B.O. The student will use filmstrips, handbook of careers, encyclopedias, etc, to survey careers. B.O. The student will write a feature story for a special edition of the school newspaper on careers.	1. Students watch filmstrips on groups of occupations and make notes on those which interest him (2 week period) 2. Students, through class discussion, develop a form which lists characteristics to look for in an occupation. 3. Student interviews an individual in a specific career which interests him. 4. Student use the filmstrips, encyclopedias and other career education materials in the media resource center to supplement their interview. 5. Student will write a feature story on that specific career.	Filmstrips: Overviews - Career Exploration Series, - Accoustifone Co. Cashmere Middle School Media Resource Center

COMMENTS: The interview is done outside of class

CAREER EDUCATION CLUSTER: All

ELEMENT OF CAREER EDUCATION: Career Awareness

SUBJECT AREA CORRELATION: Language Arts

PLANS FOR EVALUATION: Each student will read his feature story to the class and the class will then choose which stories will be used in the special edition.

Developed By: Janice Irle

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will understand the impact of work in ones life and the resulting need to make a meaningful career choice.

COURSE GOAL: The student is aware that the performance of work results in products and/or services.

SCHOOL: Cashmere Middle School

GRADE: Eighth

EST. TIME INVOLVED: 38 days

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that a variety of businesses and industries exist in the community.	1. Students list 3 local businesses and 3 nationally known industries.	Resource Person: Local businessman
I.G. The student is aware of several occupations in the Marketing and Distribution cluster and Business and Office cluster.	2. Discussion - identify 5 separate occupations from industry or business.	Field Trip: Local business or industry
B.O. The student will name and examine a variety of occupations in the community.	3. Field trip to aluminum plant to examine occupational differences.	
B.O. The student will identify businesses and industries in the community.	4. Community speaker - businessman to expand upon opportunities in local area for career choices.	
B.O. The student will compare and contrast job opportunities found in the community.		
B.O. The student will compare local businesses to national businesses.		

COMMENTS:

CAREER EDUCATION CLUSTER: Marketing & Distribution Business & Office Occup.

ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes

SUBJECT AREA CORRELATION: Social Studies, Economics

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student understands the use of tools and their effect on life style and future career choice.

COURSE GOAL: The student is aware that the performance of work is facilitated by the use of proper tools and materials.

SCHOOL: Cashmere Middle School

GRADE: Eighth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that specific occupations require specific tools.	1. Class discussion - students share tools their parents might use in their work.	Text
B.O. The student will identify specific tools utilized by specific occupations.	2. Students identify kinds of tools and materials required by specific jobs.	Library Books from Media Resource Center
B.O. The student will name, use, maintain and store all tools and materials necessary to perform required classwork.	3. Students discuss tools needed in the classroom to accomplish classroom tasks.	Tools used in various jobs.

COMMENTS:

CAREER EDUCATION CLUSTER: All

ELEMENT OF CAREER EDUCATION: Skill Awareness-Beg. Comp.

SUBJECT AREA CORRELATION: Social Studies, Economics

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student can use basic tools needed in career clusters.

COURSE GOAL: The student understands the relationship between learned skills and the world of work.

SCHOOL: Cashmere Middle School

GRADE: Eighth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the different types of business letters.	1. Discussion - identify several alternative ways of writing business letters.	School secretary
B.O. The student will identify and write business letters that are commonly used.	2. Examine several business letters and forms used by the school and outside businesses.	Copies of several business letters.
	3. Write a thank you business letter to one of the guest speakers that appear before the class during the corporation.	

COMMENTS:

CAREER EDUCATION CLUSTER: Business and Office

ELEMENT OF CAREER EDUCATION: Skill Awareness-Beg. Comp.

SUBJECT AREA CORRELATION: Language Arts

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will understand the impact of work in one's life and resulting need to make a meaningful career choice.

COURSE GOAL: The student is aware that all occupations have advantages and disadvantages.

SCHOOL: Cashmere Middle School

GRADE: Eighth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that all work has different kinds of rewards: financial, enjoyment and self-fulfillment. I.G. The student is aware that all work has different kinds of disadvantages and problems. B.O. The student will identify the many types of work found in local businesses. B.O. The student discovers the interdependence of each job in a business. B.O. The student will evaluate the rewards that are received from each occupation. B.O. The student will evaluate the disadvantages of each occupation.	1. Personal interview - each student will interview one local business. They will include: job title, qualifications, expectations and rewards, job problems and disadvantages. 2. Students will form panels in groups of four and share this information with the class. 3. For extra credit students may prepare a bulletin board on occupational interviews.	Local business people Library bulletin board materials Books Magazines

COMMENTS:

CAREER EDUCATION CLUSTER: Marketing & Distribution Occup.

ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes

SUBJECT AREA CORRELATION: Social Studies, Lang. Arts

PLANS FOR EVALUATION:

Students are evaluated on the interview they received, and participation in panel disucssion.

Developed By: Carl O'Donnell

8-A-4

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will match necessary skills and processes with selected career clusters.

COURSE GOAL: The student knows the types of business structures (e.g. sole proprietorship, partnership, corporation).

SCHOOL: Cashmere Middle School
GRADE: Eighth
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that different types of business require different processes in development. B.O. The student will identify kinds of ownership, rights and responsibilities of each.	1. Lecture - explain partnership, sole proprietorship and corporations as three kinds of ownership. 2. Class discussion - student interview information is used to reinforce kinds of ownership in business. 3. Begin exploring possibilities of forming a corporation.	Student interviews.

COMMENTS:

CAREER EDUCATION CLUSTER: Business & Marketing & Dist.
ELEMENT OF CAREER EDUCATION: Skill Awareness-Beg. Comp.
SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student understands the process of production and distribution of goods and services.

COURSE GOAL: The student knows that the performance of work is enhanced by level of knowledge and skill development.

SCHOOL: Cashmere Middle School

GRADE: Eighth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that specialization and the division of labor affect the quality or quantity of goods produced. I.G. The student is aware of the many varied occupations in manufacturing. I.G. The student is aware that different jobs require different skills. B.O. The student will integrate computation skills and design capabilities with production skills. B.O. The student will participate in a small production line project.	1. Field trip - manufacturing company to explore specialization skills and the production line concept. 2. Class discussion of the many occupations found in a manufacturing plant from management to labor and the different level of skills required.	Field Trip: Local factory Paper and materials for project

COMMENTS:

CAREER EDUCATION CLUSTER: Manufacturing Occupations

ELEMENT OF CAREER EDUCATION: Economic Awareness

SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will understand some of the tools of business. They will learn to read and interpret tables, graphs, and charts used as a consumer.

COURSE GOAL: The student is aware that stocks, dividends and people can help to make or break a company.

SCHOOL: Cashmere Middle School

GRADE: Eighth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of why stocks are critical in the success or failure of industry. I.G. The student is aware of the many various occupations needed to operate a stock exchange. B.O. The student will identify, select and chart 5 stocks for a 3 month period. B.O. The student can identify several occupations in a stock exchange.	1. Lecture from a representative of a stock exchange to explain how a stock exchange operates, the role of stock in the operation of a business and the occupations involved in running a stock exchange. 2. Stock project: students will select 5 stocks from the American or New York Stock Exchange and track them for the trimester. 3. Students will have periodic discussions during the trimester on how they stand financially with their individual stocks and analyze why.	Newspaper - daily Resource Person: Local stock exchange

COMMENTS: The corporation will introduce the buying and selling of stock.

CAREER EDUCATION CLUSTER: Not Applicable

ELEMENT OF CAREER EDUCATION: Economic Awareness

SUBJECT AREA CORRELATION: Social Studies, Economics

PLANS FOR EVALUATION:

Developed By:

Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will match necessary skills and processes with career cluster.

COURSE GOAL: The student is aware that learned skills and processes are necessary in the world of work.

SCHOOL: Cashmere Middle School
GRADE: Eighth
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the different techniques used in ordering products and/or services.	1. Students will bring catalogs from home.	Catalogs
B.O. The student will identify techniques used in catalog ordering. B.O. The student will compute freight, weights, excise tax and postage for an order. B.O. The student will fill in a complete order form for a catalog order.	2. Class discussion - explanation of the use of order forms in acquiring a product or service. 3. Students will complete an order form for 5 items of various sizes and weights. 4. Students will compare differences in rates for items each his orders.	Catalog order forms

COMMENTS:

CAREER EDUCATION CLUSTER: Business & Office Occupations
ELEMENT OF CAREER EDUCATION: Skill Awareness-Beg. Comp.
SUBJECT AREA CORRELATION: Math, Social Studies

PLANS FOR EVALUATION:
Catalog order forms

Developed By:
Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will develop the concept of management of finances, (earning, spending, borrowing, savings, etc.).

COURSE GOAL: The student is aware of the additional aspects that affect his earnings.

SCHOOL: Cashmere Middle School

GRADE: Eighth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the many benefits other than earnings that an employee receives. I.G. The student is aware of the employees payroll deductions. I.G. The student is aware of unions as they relate to the worker. B.O. The student will identify social security, unemployment compensation, medical and dental benefits and retirement as benefits of working. B.O. The student will identify the role of the union as they relate to workers.	1. Students will fill out social security forms, W-2 forms. 2. Class discussion - explanation of advantages and disadvantages of benefits and deductions for various types of jobs. 3. View films: How We Got What We Have The Littlest Giant 4. Lecture and discussion on union activities that help or hinder the worker.	Social security forms W-2 Forms Films: How We Got What We Have The Littlest Giant

COMMENTS:

CAREER EDUCATION CLUSTER: Not applicable

ELEMENT OF CAREER EDUCATION: Economic Awareness

SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will understand, read and interpret bookkeeping forms as tools of business.

COURSE GOAL: The student is aware of the necessity of keeping books for any business.

SCHOOL: Cashmere Middle School
GRADE: Eighth
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the methods of bookkeeping used by different businesses.	1. Lecture - explanation of bookkeeping techniques used by various corporations and business.	Standard bookkeeping forms
I.G. The student is aware of the bookkeeping forms used by past corporations.	2. Student will work with the forms used in previous corporations.	Adding machine
B.O. The student will interpret bookkeeping forms used in the past.	3. Students develop forms of their own which will be useable in their corporation. This will include stock, selling and balancing forms.	Resource Persons: Secretary Teacher aide
B.O. The student will complete forms for selling products, stocks, paying bills and estimating waste in production.	4. Students will use the adding machine to compute figures.	
B.O. The student will develop proficiencies in balancing the books.		

COMMENTS:

CAREER EDUCATION CLUSTER: Business & Office Occup.
ELEMENT OF CAREER EDUCATION: Economic Awareness
SUBJECT AREA CORRELATION: Social Studies, Economics

PLANS FOR EVALUATION:

Developed By:
Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will understand the tools of business: the writing, and interpreting of a policy manual.

COURSE GOAL: The student is aware of the necessity of rules and reulations as a vital part of any business or organization.

SCHOOL: Cashmere Middle School
GRADE: Eighth
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will understand how to prepare and develop policy for his own corporation. B.O. The student will participate in the development of a policy for his corporation.	1. Class discussion - explanation of the need for a policy to be set up in corporation management. 2. Students develop policy for: a) Hiring b) Firing c) Pay d) Grades e) Job expectations f) Products to be produced and how g) Name for corporation	Student handbook as a guide

COMMENTS:

CAREER EDUCATION CLUSTER: Not applicable
ELEMENT OF CAREER EDUCATION: Economic Awareness
SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

8-A-11

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student understands the skills necessary to acquire, maintain and progress in employment.

COURSE GOAL: The student is aware of traits and abilities that employers most highly desire.

SCHOOL: Cashmere Middle School
GRADE: Eighth
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that the proper filling out of an application form is critical to acquiring a job. B.O. The student is aware of many different types of application forms. B.O. The student will properly fill out an application form for employment.	1. Guest speaker - discussion of local hiring practices. 2. Class discussion - identify those traits and abilities employers look for in hiring. 3. Fill out work application forms as though they were applying for summer or year around work.	Resource Person: Local businessman Work application forms

COMMENTS:

CAREER EDUCATION CLUSTER: All
ELEMENT OF CAREER EDUCATION: Employability Skills
SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By: Carl O;Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will understand the relationship between interests, abilities and careers.

COURSE GOAL: The student is aware that the performance of work is facilitated by preparation for the work, ability to work with others, employability "traits", organizational pattern, resources available, division of labor, level of knowledge and skill development.

SCHOOL: Cashmere Middle School
GRADE: Eighth
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware that he will apply the above concepts to the formation of his corporation. B.O. The student will adopt group rules and policy for their corporation. B.O. The student will develop an organizational chart and production schedule.	1. Formation of the corporation - selection by class of a president for the company. President in turn will organize the company into departments: secretary, board of directors, marketing and finance, design employees, advertising and quality control. 2. Discussion - set forth group rules for the corporation policy, wages, stock values. 3. Advertising will prepare organization chart for company as well as production schedule.	Materials for charts

COMMENTS:

CAREER EDUCATION CLUSTER: Manufacturing Occupations
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL:	The student understands the relationship between interests, abilities and careers.	SCHOOL:	Cashmere Middle School
COURSE GOAL:	The student is aware that his ability and interest will help determine his career.	GRADE:	Eighth
		EST. TIME INVOLVED:	

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the procedure in applying for a job. related to his ability and interst. B.O. The student will apply for each job postion he is interested in. B.O. The student will participate in a personal interview for his job choice.	1. Class discussion - identify jobs available in corporation. Explain qualifications and expectations for each position. 2. President and board of directors are elected by the students. 3. President of board will design job application forms. 4. President and board of directors will conduct interviews for all other positions. 5. Students receiving jobs will be notified in writing of acceptance or rejection for each job position. Jobs included in each corporation: President, board of directors, secretary, marketing, design, quality control, advertising, plant managers and wage earners.	Work applications

COMMENTS: In every corporation the students are aware of the qualifications of each student and elect and assign jobs with abilities and interests in mind.

CAREER EDUCATION CLUSTER: Manufacturing, Business
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

8-A-14

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student can apply decision-making process to study of careers.

COURSE GOAL: The student is aware of the importance of making decisions in the world of work.

SCHOOL: Cashmere Middle School

GRADE: Eighth

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student understands how the decisions he makes can affect his career and the careers of others.	1. Closing of the corporation - students will close out all stocks, sell all remaining merchandise and receive pay and bonuses.	
B.O. The student will identify and evaluate the rewards of the corporation.	2. Students will evaluate their own progress in corporation weighed against expectations of the company.	
B.O. The student will make decisions regarding the remaining products, pay, bonuses and the dividends on stock purchases.	3. Students will complete and hand in stock projects.	

COMMENTS:

CAREER EDUCATION CLUSTER: Manufacturing Occupations

ELEMENT OF CAREER EDUCATION: Decision Making

SUBJECT AREA CORRELATION: Social Studies

PLANS FOR EVALUATION:

Developed By: Carl O'Donnell

TITLE: EIGHTH GRADE CORPORATION

PROGRAM GOAL: The student will apply the decision making process to the study of careers.

COURSE GOAL: The student is aware of the importance of making decisions in the world of work.

SCHOOL: Cashmere Middle School
GRADE: Eighth
EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of the effect of the decisions he makes on himself and others.	1. Students determine as a group how the profits are to be used. (How much for banquet, and wages). President will manage this decision.	Field Trip: Stock exchange
I.G. The student is aware of the organization of a stock exchange.	2. Students will attend banquet at a local restaurant.	Merit pay scale
B.O. The student will paritcipate in the decisions regarding wages and the utilization of the profits.	3. Guest spaker at banquet will explain company policy regarding what makes a good business.	
	4. Students, following dinner, will tour a stock exchange in Wenatchee.	

COMMENTS:

CAREER EDUCATION CLUSTER: Not Applicable
ELEMENT OF CAREER EDUCATION: Decision-Making
SUBJECT AREA CORRELATION: Social Studies, Math

PLANS FOR EVALUATION:

Wages to be paid by the company on the basis of the final evaluation of the president, board and teacher according to the guidelines established by the students.

8-A-16

Developed By:
Carl O'Donnell

TITLE: HOW COME I GOTTA (take math) . . . . .ETC.

PROGRAM GOAL: The student understands the relationships between interest, abilities and learned skills and career clusters.

COURSE GOAL: The student becomes more aware of the practical application of math skills in a variety of occupations.

SCHOOL: Peshastin-Dryden

GRADE: Eighth

EST. TIME INVOLVED: On-going all year

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will become aware of the necessity of acquiring math skills.	1. Individual research on an occupation chosen by the student.	Material from the Media Resource Center
B.O. The student will research a specific occupation.	2. Construction of a bulletin board display relating math skills to a specific occupation.	
B.O. The student will construct a bulletin board on a specific occupation.	Bulletin board will center around: a. Personal experience b. Printed material c. Interviews	

COMMENTS:

CAREER EDUCATION CLUSTER: All
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Math

MEANS FOR EVALUATION:

Each student will be responsible for one display each semester. It will account for approximately 10% of his grade and will be evaluated subjectively on 1) math content, 2) originality, 3) neatness and 4) general appearance of the display.

8-B-1

Developed by: Mel Erickson

TITLE: UNDERSTANDING MYSELF

PROGRAM GOAL: The student will develop self-perception of abilities and interests as related to actual career requirements.

COURSE GOAL: The student is aware that understanding ourselves and the people around us helps prepare us for the world of work.

SCHOOL: Peshastin-Dryden

GRADE: Eighth

EST. TIME INVOLVED: 3 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will develop an awareness of himself as an individual including personality traits, interests and skills.	1. Students compile a family tree going back four generations.	Resource Persons:
	2. Student composes a biography "My Family Likes and Dislikes".	Counselor from high school Teacher from high school
B.O. The student will compile a family tree and write a biography.	3. Takes a self inventory on interests and activities and rates himself.	Booklets: Discovering Yourself - SRA
B.O. The student will take a self-interest inventory and rate himself.	4. Writes a short report on an occupation he has chosen - fills out an application form for this occupation for practice.	WORK Kit - SRA
B.O. The student will write a report on an occupation that fits his interests and abilities.	5. Counselor-teacher and coach-teacher inform students of all phases of life in the high school.	Microfische reader
B.O. The student will analyze his goals for high school.	6. Practice registering for high school.	Filmstrips: The Connection What You See and What You Get

COMMENTS:

CAREER EDUCATION CLUSTER: All

ELEMENT OF CAREER EDUCATION: Self Awareness

SUBJECT AREA CORRELATION: Language Arts, Job Exploration

PLANS FOR EVALUATION:

Observation by teacher
Questions on readings

Developed by: Marion Thies

8-C-1

TITLE: JOBS

PROGRAM GOAL: The student will analyze working roles as to advantages and disadvantages.

COURSE GOAL: The student will explore specific occupations of his choice.

SCHOOL: Peshastin-Dryden Middle School

GRADE: 8th & 5th

EST. TIME INVOLVED: Individualized year long project

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of all aspects of a job by on site visitation to at least two jobs per year - not to exceed more than one visitation per month.	1. The student will choose from a chart the type of job he wishes to visit.	Local businesses
B.O. The student will make an on-site visitation.	2. The student will sign a contract which involves: (All forms attached) a) Written research on job using 2 sources. b) A letter to business for visitation. c) A signed parent permission slip. d) Two completed evaluations after visit. e) A bulletin board display. f) Thank you letter to business. g) Talk to class (optional)	Micro-fische machine View card deck Books: Yellow Pages of Learnins Resources, Career Ed books from library All forms attached World of Work Kit- S.R.A.
B.O. The student will complete all the stages of a written contract.	3. The individual student or students (1-4) will spend from 1 to 6 hours on the job observing and participating.	

COMMENTS: All forms, etc. used in this project included. The students arrange their own transportation from list of cooperating parents. It is advisable to explain this project to the whole staff and get their approval.

CAREER EDUCATION CLUSTER: All
ELEMENT OF CAREER EDUCATION: Appreciations & Attitudes
SUBJECT AREA CORRELATION: All

PLANS FOR EVALUATION: Students evaluation of on-site visits, bulletin board displays.

Developed By:
Adele Fuhrer
Frank Fuhrer
Dorothy Rogers

CAREER EDUCATION PROJECT
CASHMERE PESHASTIN-DRYDEN
RONALD M. FRYE, DIRECTOR • RICHARD D. JOHNSON, SUPERINTENDENT
TELEPHONE AC 509/782-1950 • CASHMERE, WASHINGTON 98815

SAMPLE LETTER TO RESOURCE PERSON

Dear Sir:

The Cashmere and Peshastin-Dryden School Districts are involved in a Career Education Project funded by the Federal Government. One of the objectives is to develop working programs that will involve children and make them aware of the world of work and for them to realize all jobs have dignity and worth.

Under Awareness we are trying to provide the students an opportunity to visit, explore and to become acquainted with as many different occupations as possible.

One of our programs this year, at Pehastin-Dryden, will have up to four 5th and 8th grade students at a time visiting "on-the-job". They would view the different occupations and types of work people do. Rather than see a plant or business in operation, concentration would be on the individual's contribution. Each visit would be limited to one employee and the type of work he does. Additional visits could be distributed to different employees and their jobs.

We would like to have your business included as one of those that could be visited. Our plans at this time suggest a student or students to visit once a month, more or less often at your convenience. These visits would be scheduled and the students will be accompanied by an adult.

If you feel you could help us with our program, please complete the attached form and return it in the enclosed envelope. We would appreciate your cooperation in helping to make this phase of our Career Education Program a success.

Sincerely yours,

Adele Fuhrer, Grade 5
Dorothy Rogers, Grade 5
Frank Fuhrer, Grade 8

8-D-2

BUSINESS SURVEY

COMPANY

CONTACT PERSON

PHONE NUMBER

ADDRESS

INTERESTED NOT INTERESTED

LIST TYPES OF OCCUPATIONS THAT COULD BE OBSERVED:

HOW MANY STUDENTS COULD BE HANDLED AT ONE TIME? 1 2 3 4

HOW OFTEN COULD THE VARIOUS STUDENTS VISIT?

LENGTH OF VISIT?

DAY AND TIME PREFERENCE

SEASONAL PREFERENCE

GRADE PREFERENCE IF ANY (Grades 5 and 8)

IF YOU REQUIRE FURTHER INFORMATION, CONTACT ANY ONE OF US AT THE DRYDEN SCHOOL, 782-1656, BETWEEN 8:00 AND 4:00.

THANK YOU,

ADELE FUHRER, GRADE 5
DOROTHY ROGERS, GRADE 5
FRANK FUHRER, GRADE 8

SAMPLE LETTER TO PARENTS

October 29, 1973

Dear Parent,

As you may know the Cashmere and Peshastin-Dryden School Districts are involved in a Career Education Project funded by the Federal Government. One of the objectives is to develop working programs that will involve children and make them aware of the world of work and for them to realize all jobs have dignity and worth.

Under Awareness we are trying to provide the students an opportunity to visit, explore and to become acquainted with as many different occupations as possible.

One of our programs this year, at Peshastin-Dryden, will have up to four 5th and 8th grade students at a time visiting "on-the-job". They would view the different occupations and types of work people do. Rather than see a plant or business in operation, concentration would be on the individual's contribution. Each visit would be limited to one employee and the type of work he does. Additional visits could be distributed to different employees and their jobs.

At the present time we are trying to arrange transportation. Since only a small number of students will be going out at any one time, the use of a school bus would not be feasible. We would like to know if you as a parent would be able to help with the transportation of students to and from the place of business. This would involve picking the students up at the Dryden School, taking them to their visit, and returning them to the school. We feel that this project will be very helpful for the student. We hope you will be able to help make this program a success.

If you are able to help in this way please check the appropriate space and return to the school.

Respectfully,

Adele Fuhrer, Grade 5
Dorothy Rogers, Grade 5
Frank Fuhrer, Grade 8

I can help: yes_____

no _____

I can furnish the transportation: yes_____ no_______

Signed_________________________

Parent of______________________

CONTRACT

I am interested in visiting the following job:________________________. Before visiting this job, I want to find out as much as I can about it so I will be prepared to get the most out of my visit. If I don't prepare, I may go and be disappointed. This would waste my time, and the time of the worker I would be observing. Therefore, I will do the following to help me to learn about this job:

I will do research using two of the four methods listed below.

1) Micro-fisce machine
2) Yellow Pages of Learning Resources
3) Library books or reference materials
4) Parents or other grown-ups

I will neatly write up, in ink, any information I find. I will list at the end of the report where I found this information.

Next I will staple this form to my report, give it to my teacher, and start making plans with the business for my visit. When this is arranged I will then have my parents sign a permission slip stating that I may make this trip.

While at this job, some of the things I might do are:

1) OBSERVE.
2) Discuss the job and what it involves.
3) Ask questions, which I have prepared ahead of time and my teacher has okayed.
4) Take notes.
5) Possibly on my second visit I could take a camera for pictures (maximum of three), or a tape recorder for an interview - which would be planned ahead of time.

When I return from the visit I will do the following four things:

1) Fill out two evaluation forms (one for my teacher and one for my folder).
2) Put all materials I have made for this visit in my folder, plus any pictures, drawings, etc. I might make or find.
3) Prepare a small bulletin board display (approx. 4'x4'
4) Send a thank-you letter to the business I visited.

I will try my best to complete the items listed in the above contract.

Signed________________________

Date________________________

STUDENT LETTER TO RESOURCE PERSON

Peshastin-Dryden School
Dryden, Washington 98821

Dear ______________________________,

I am ____, a student in the Career Education Project at the Peshastin-Dryden School. I am in the __________ grade of _________________________________.

I'd like to come and visit you, and see the following job: ____. I can spend ________ hours. Could you please fill out the following information and return this letter to the school. You can expect me at the times you set up. Thank you.

Sincerely yours,

* *

Job to observe ____

Date of visit ____

Time ____

Meeting place (where to meet contact person) ___________________________

____

PARENT PERMISSION SLIP

________________________ has my permission to visit ________________________

on ______________________________ in connection with his Career Education

Project.

Signed ______________________________

(Since your child will be representing our school; we hope that the day of the visit; he or she will be dressed appropriately. Thank you.)

JOB EVALUATION - GRADE 5 NAME ____________________

Type job I visited ______________________________________

Where was this job? ______________________________________

What did I see this person doing? ______________________________

____

____

I describe (his/her) job as being ______________________________

____

What tools were necessary for this job? __________________________

____

Did these tools include power tools? ____________________________

Did the person seem happy at his work? __________________________

What kind of clothes were necessary for his work? ________________

____

Were the clothes different -- In what way? ______________________

____

What skills are needed for this job - - math, science, writing, etc.?

____

What kind of training - - trade school, college, on the job?

____

Where did this person get his training? ___________________________

____

What are the working conditions - inside/outside? _________________

What are the working hours? ____________________________________

Describe how you felt about this job: _____________________________

____

____

____

JOB EVALUATION - GRADE 8 NAME ____________________

Type job I visited ____________________

Where was this job? ____________________

What did I see this person doing? ____________________

____

I describe (his/her) job as being ____________________

____

What tools were necessary for this job? ____________________

____

Did these tools include power tools? ____________________

Did the person seem happy at his work? ____________________

What kind of clothes were necessary for his work? ____________________

____

Were the clothes different - in what way? ____________________

____

What skills are needed for this job - math, science, writing, etc.?

____

What kind of training - trade school, college, on the job? ____________________

____

Where did the person get his training? ____________________

What are the the working conditions - inside/outside? ____________________

____

What are the working hours? ____________________

What future does the job hold - job advancements? ____________________

____

What vacations and benefits are there on this job? ____________________

What can be expected in the way of future employment - will the job still be available in the next 10 to 15 years? ____________________

Describe how you felt about this job: ____________________

____

STUDENT RECORD CHART

STUDENT	Place visiting & job	Contract and research	letter to business	Date of visit	Transportation	Permission slip	2 eval. forms	Bulletin board	Thank you letter	Talk	Comment:

C A R E E R E D U C A T I O N V I S I T A T I O N S

WEEK OF ______________________________

STUDENTS INVOLVED:	DATE OF VISITATION:	TIME GONE:	CLASSES OUT OF:	PLACE OF VISITATION:

8-D-11

FOLLOW-UP LETTER TO RESOURCE PERSON

Dryden School
Dryden, WA 98821

Dear

We wish to express our appreciation for your participation in our career education project, "Jobs". The response for resource persons and places was even better than anticipated.

The students enjoyed the opportunity of visiting and experiencing what it is that people do on their jobs. These experiences are a valuable part of the student's education.

We hope to continue with the program next year. For those of you who had many young visitors, we appreciate your extra time and effort spent with them, and to those of you that had no visitors we hope you will continue to be a part of the resource for our program.

As a result of student enthusiasm, we are hoping to continue this program. We would like very much for you to be a part of it. We are certainly open to your suggestions, and an evaluation of the existing program.

Would you please fill out the attached form and return to us.

Thank you.

Respectfully,

Adele Fuhrer
Frank Fuhrer
Dorothy Rogers

RESOURCE PERSONS' EVALUATION

NAME-____

BUSINESS NAME______________________________________

ADDRESS____

WE WILL PARTICIPATE NEXT YEAR__________________________

WE WILL NOT PARTICIPATE NEXT YEAR_______________________

WE CAN OFFER THE SAME PROGRAM__________________________

SUGGESTIONS:

OUR EVALUATION OF THE EXISTING PROGRAM:

8-D-13

TITLE: CONTINENTAL LAND SURVEY SYSTEM

PROGRAM GOAL: The student will use basic tools found in career clusters.

COURSE GOAL: The student will use the study of the Continental Land Survey System as a take-off point to investigate some jobs and occupations that use this knowledge.

SCHOOL: Peshastin-Dryden Middle School

GRADE: Eight

EST. TIME INVOLVED: 4 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will learn to use the continental land survey system and to find out how various occupations and jobs use this knowledge.	1. Pre-test 2. Lectures on survey system. 3. Hand out term list (to define)	Transit, level chain, etc. Local surveyer Engineer Forest Service maps
B.O. The student will define a list of terms pertaining to the continental land survey system with a minimum of 90% accuracy.	4. Reading various selections. 5. Map exercises - fill in terms, numbers etc.	The Story of our Heritage, Winther and Cartwright, 1962, pp. 209-212 Collier's Encyclopedia, 1964, pps. 661-670, Vol. 24.
B.O. The student will designate on a map grid the base line, principal meridian, directions, township, section, township lines, range lines and to number the sections correctly with 100% level of accuracy.	6. Picture map drill. 7. Listen to and question speaker from State Highway Engineer Dept.	Compton's Encyclopedia, 1967, p. 520, Vol. 13

COMMENTS:

CAREER EDUCATION CLUSTER: Agri-Business & Nat. Resourses

ELEMENT OF CAREER EDUCATION: Skill Awareness, Beg. Comp.

SUBJECT AREA CORRELATION: Social Studies, Math, Science

PLANS FOR EVALUATION:

Final test on unit. Student also write paragraph commenting on unit.

Developed By: L. O. Kyle

TITLE: CONTINENTAL LAND SURVEY SYSTEM

PROGRAM GOAL: The student will use basic tools found in career clusters.

COURSE GOAL: The student will use the study of the Continental Land Survey System as a take-off point to investigate some jobs and occupations that use this knowledge.

SCHOOL: Peshastin-Dryden Middle School

GRADE: Eight

EST. TIME INVOLVED: 4 weeks

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
B.O. The student will differentiate on a grid the legally described townships, sections, 1/4 sections and other parcels to 10 acres in size with 90% accuracy. B.O. The student will write a correct legal description of a parcel of land with 100% accuracy. B.O. The student will identify the size of a township and a section as to perimeter distance, acreage and be able to compute distance and acreage of other parcels using this knowledge with 90% accuracy. B.O. The student can locate on a survey map a list of 15 legally described parcels of land with 90% accuracy.	8. Work with transit and levels. 9. Construct bulletin boards about jobs using surveying. 10. Listen to speaker from U.S. Forest Service. 11. Construct map of the section in which they live. 12. Test - give legal description of places on map. 13. Triangulation map - math problem. 14. Unit test. 15. Field trip to Intercity Airport at Winthrop, Wash. (Smokejumper base)	Encyclopedia Americana, pp. 89-97, Vol. 26 Encyclopedia Britannica, pp. 617 Vol. 21 McGraw-Hill Encyclopedia of Science and Technology, pps. 323-329, Vol. 13

COMMENTS:

CAREER EDUCATION CLUSTER:
ELEMENT OF CAREER EDUCATION:
SUBJECT AREA CORRELATION:

PLANS FOR EVALUATION:

Developed By:
L. O. Kile

PRE-TEST
CONTINENTAL LAND SURVEY SYSTEM

1. On the compass rose at the right show the following directions. You may abbreviate, i.e. N. for North.

North

South

East

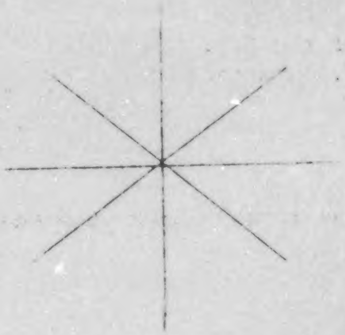
West

North East

North West

South West

South East



2. Match the following terms with their correct definitions:

__________Ordinance

__________Boundary

__________Survey

__________Section

__________Township

__________Ordinance of 1785

__________Principal Meridian

a. A meridian which because of its location was used as a starting point for measuring rows of 6 mile strips of land called ranges.

b. A block of land 6 miles square consisting of 36 sections and containing 23,040 acres.

c. A block of land 1 mile square containing 640 acres.

d. An authoritative rule or law.

e. A determining of form, boundaries, position and extent, as of a part of the earth's surface by linear and and angular measurement.

f. A line that indicates the bounds or limits.

g. A law passed by the Continental Congress which provided for the surveying of the Old Northwest Territory.

h. A law passed by the British government during Colonial times to provide for land ownership.

3. Compute the acreage and perimeter distance for the following parcels of land.

	Acreage	Perimeter Distance
Township		
Quarter Section		
N.W. 1/4 of the S.E. 1/4 Sec. 21, T. IN Range 2 E		
Section		

Turn to page 10 and check your answers to this pre-test

LEARNING ACTIVITIES

All students will complete the following activites in conjunction with this section of work: (Note: When you complete each activity, mark its completion date on the chart on page 9)

1. Read pages 209-212 of The Story of Our Heritage.
2. Turn to page 3 and locate one of the encyclopedia articles listed under resource materials. Read the section listed.
3. Classroom lecture and demonstration period by the teacher.
4. Vocabulary Study ---

   Write a short definition of each of the following terms:

   ordinance
   survey
   Northwest Territory
   plat
   base linea
   chain
   principal meridian
   township lines
   range lines

   section
   township
   quarter section
   half section
   metes and bounds
   acre
   mile
   square miles
   processioning day
   parish

   (Secure the vocabulary answer sheet from the teacher when you have completed activity #4)

5. Page 7 in this package is Map Grid A. Designate the following items on the map. Remove the map first for convenience in working on it.

   base line
   cardinal directions
   sections (number correctly)
   township lines
   range lines

   principal meridian
   townships (label correctly)

   Number the sections of the township.

6. Classroom lecture by the teacher -- How to write a legal description of land and size, distance, and acreage.

7. Following the lecture, students will give legal descriptions of designated points on the large survey map and also compute distances and acreage.

8. Remove Map Exercise B from the package (page 8) and follow the directions as given on this sheet.

9. Lecture by forest service employee on the land survey system as it applies to the U.S. Forest Service and their work.

10. Construct a map of the section of land on which you reside and give the legal description where your home is located.

QUEST ACTIVITIES

After you have completed all of the 10 learning activities listed on pages 5 and 6, you may wish to work on the following additional projects.

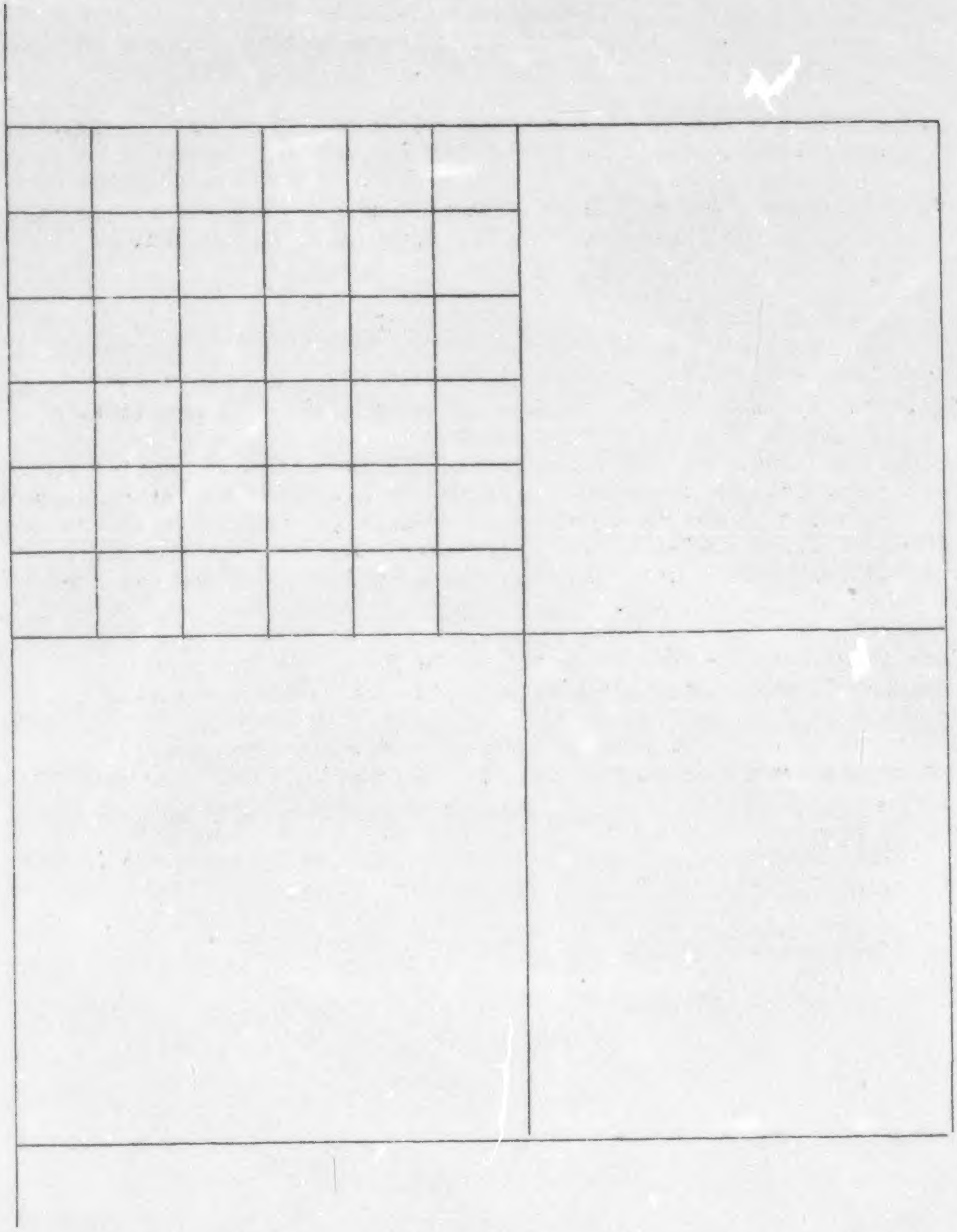
1. Using a tape measure and wooden stakes, design a survey system on the playfield, using a scale of 1 feet to 1 mile. Show the starting point of the system, base line, principal meridian, township lines, range lines. Include a minimum of 16 townships in this system. Divide one township into section lines. Three or four students may work together on this project.

2. Consult with your mathematics teacher and diagram how surveyors measure distances across bodies of water and other obstacles.

3. Go to the library and prepare a short research paper on the notes and bounds system or some other topic concerning land survey system.

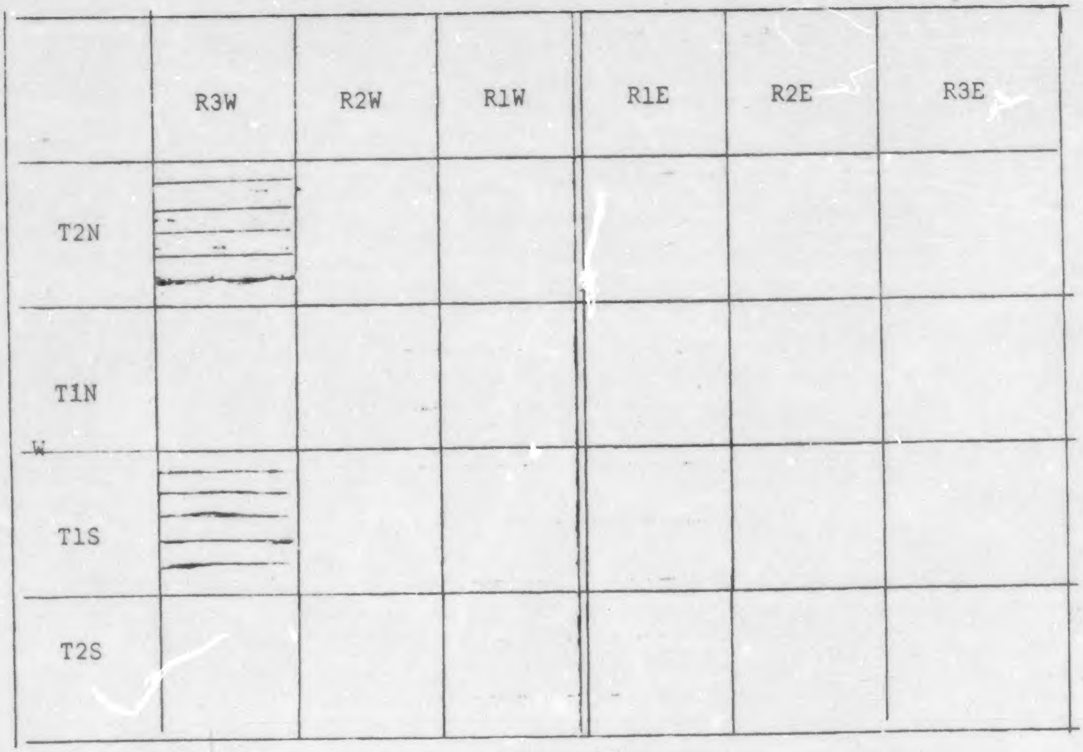
4. Locate some actual section corner marker stakes designated by the teacher. Make a pencil etching of the markings from the top if the stake.

MAP EXERCISE A



LEARNING ACTIVITY #5

(See instructions on page 7-E-4)



MAP EXERCISE B

1. Define:
   Principal meridian--

   Base Line --

   township --

   section--

2. a. With your pencil draw in the secion lines for Township 2 North, Range 2 East.
   b. Darken the sections in T2N, R2E, that are reserved for schools.
   c. How many acres are reserved for schools in each township?
3. How far is it from the southern extremity of Section 17, T2N, R2W, to the northern extremity of Section 29, T2S, R2W.____________________
4. How many acrea are in--
   a. T1S, R2E______________
   b. Sec. 12, T2S, R3E?____________________
   c. SW Sec. 10, T2N, T2W?____________________
   d. NW 1/4 of the SE 1/4 of the NE 1/4 Sec. 36, T2E, R2W?____________
5. What are the advantages of this survey system? (Use the back of this page if necessary.)

LEARNING ACTIVITY PACKAGE #1

Continental Land Survey System

Date Begun ______________________ Student ____________________

Activity	Completion Date	TEACHER EVALUATION
Pre-Test	____________	
Activity #1	____________	
Activity #2	____________	
Activity #3	____________	
Activity #4	____________	
Activity #5	____________	
Activity #6	____________	
Activity #7	____________	
Activity #8	____________	
Activity #9	____________	
Activity #10	____________	

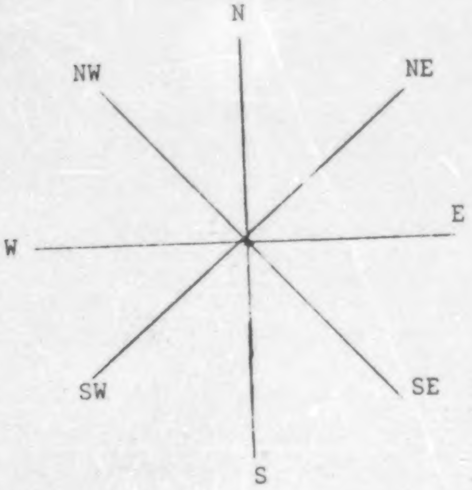
Quest Activities (Optional)

Activity #1	____________	
Activity #2	____________	
Activity #3	____________	
Activity #4	____________	
Final Test	____________	

ANSWERS FOR PRE-TEST

Continental Land Survey System

1.



2.

D	Ordinance
F	Boundary
E	Survey
C	Section
B	Township
G	Ordinance of 1785
A	Principal Meridian

3.

Township	23,040 Acres	24 miles
Section	640 Acres	4 miles
Quarter Section	160 Acres	2 miles
N.W. 1/4 of the S.E. 1/4 Sec. 21, T.1N, Range 2E	40 Acres	1 mile

FINAL TEST

Continental Land Survey System

1. List 4 advantages of the Continental Land Survey System over the Metes and Bounds System.

   1.

   2.

   3.

   4.

2. Fill in the blanks:

   a. An ________________________ is an authoritative rule or law.

   b. A _________________________ is a measuring instrument used in surveying.

   c. A typical section contains ____________________ acres.

   d. A typical township contains ___________________ acres.

   e. A _______________________ is a map.

   f. A quarter section contains _______________________ acres.

   g. The distance along one side of a township is equal to _________ miles.

   h. The distance along one sideof asection is equal to _________ miles.

   i. In some areas of the U.S. a _____________ is used as an administrative district in place of a county.

   j. Unless otherwise indicated it can be assumed that the top of a map is ______________________. (Direction)

   640 acres
   180 acres
   160 acres
   40 acres
   23,040 acres

   chain
   north
   east
   6 miles
   1 mile
   36 miles
   4 miles

   parish
   plat
   survey
   ordinance

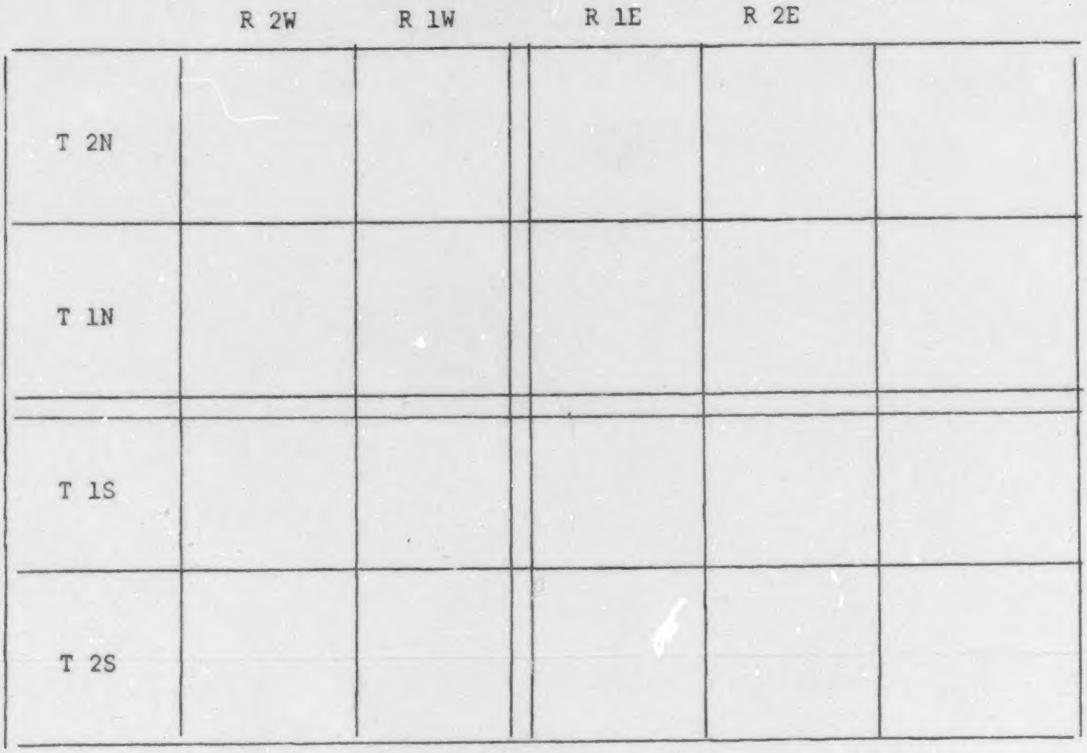
3. Rewrite the following legal descriptions in the correct manner:

   a. R 25 E T 30N
   b. T 24N Sec. 30 R 14 W
   c. NW 1/4 R 15 W Sec. 12 T 15 S
   d. SW 1/4 of the T 21 N R 10 E SE 1/4 Sec 6

WHEN YOU FINISH THIS PAGE OF THE TEST, ASK THE TEACHER FOR THE NEXT PAGE OF THE TEST

FINAL TEST

Continental Land Survey System



4. Complete the following activities on the above map

   a. Label the following townships:

      1. T 2N R 2W
      2. T 1S R 2E
      3. T 2S R 2W

   b. Draw in and correctly number the sections in T 2N R2E

   c. With your pencil blacken in on the map the following designated area

      NW 1/4 Sec. 12 T 2N R 2E

   d. Compute the distance between the N.W. corner of Sec. 6 T 2S R 1W and the NE corner of Sec. 1 T 2S R 1E____________________.

TITLE: BOWLING AS AN OCCUPATION OR A LEISURE TIME ACTIVITY

PROGRAM GOAL: The student can choose career clusters as related to interests and abilities.

COURSE GOAL: The student is aware of the different activities and varied occupations related to bowling.

SCHOOL: Cashmere Middle School

GRADE: 7th and 8th

EST. TIME INVOLVED: 12 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

I.G. The student is aware that the bowling field provides various job opportunities.

I.G. The student is aware that bowling can help fill leisure time with good exercise and pleasant companionship.

I.G. The student is aware that bowling offers a chance to cooperate and interact with other people.

B.O. The student will list and define different jobs related to bowling.

B.O. The student will describe the history, rules and conduct of the game.

B.O. The student will participate in bowling, keep score and be courteous and cooperative with other members of his team.

LEARNING ACTIVITIES

1. Class lecture on history, terms, rules of game.
2. Class lecture and discussion on equipment, job opportunities, etc.
3. Class lecture on scoring and fundamentals.
4. Practice session on fundamentals.
5. Guest speaker: Representative from Brunswick Corporation (explained how a bowling alley operates and all the jobs available related to a bowling alley.)
6. Field trip to bowling alley - Manager of alley spoke to students.
7. Students bowl three lines.

RESOURCES

Films: ABS films on bowling

Field Trip: Bowling alley

Resource Persons:
- Representative - Professional Bowlers Assn.
- Representative - Wash. Bowling Prop. Assn.
- Representative - Local Bowling Assn.
- Representative - Brunswick Corp.

Books:
- Encyclopedias
- Media Resource Center

COMMENTS: This unit was also related to the necessity of learning basics in math to be able to keep score.

CAREER EDUCATION CLUSTER: Business & Marketing & Dist.

ELEMENT OF CAREER EDUCATION: Self Awareness

SUBJECT AREA CORRELATION: Math, Leisure time activities

PLANS FOR EVALUATION: Evaluation will be made on bowling and scoring methods and listing job opportunities related to bowling.

Developed By: George Hinderman

TITLE: MATCHING INTERESTS WITH CAREERS

PROGRAM GOAL: The student will understand the relationahips between interests and abilities and career cluster.

COURSE GOAL: The student can choose one area of interest for research.

SCHOOL: Cashmere Middle School

GRADE: 7th and 8th

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student is aware of many methods of research. B.O. The student will research an occupational interest and write a composition.	1. Choose an interest area 2. Research the occupational interest at the library. 3. Write a composition	Library books Trade magazines Writing for Industry, Tracy and Jennings.

COMMENTS: This is an on going project as the interest of the student is developed. They are allowed to visit the library and do research work on occupation interests at any time for composition.

CAREER EDUCATION CLUSTER: All

ELEMENT OF CAREER EDUCATION: Career Awareness

SUBJECT AREA CORRELATION: Language Arts

PLANS FOR EVALUATION:

Developed By: Jim Meyer

TITLE: CAREERS RELATED TO THE RIDING HORSE

PROGRAM GOAL: The student will become aware of a career cluster as related to interests and abilities.

COURSE GOAL: The student is aware of the skills necessary for a specific occupation.

SCHOOL: Cashmere Middle School

GRADE: 7th and 8th

EST. TIME INVOLVED: 8 hours

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I.G. The student will understand the education, skill and devotion required in careers related to riding horses.	1. Travel to a location where a riding horse is available for demonstration and have a veterinarian present to demonstrate and discuss his job with the students.	Local Veterinarian Local Farrier Local riding club or stable with manager or feed specialist
B.O. The student will observe a veterinarian of large animals working, and discuss the education, devotion and skill required of a veterinarian.	2. Travel to a location where a horse is available for demonstration and have a shoer present for demonstration and discussion about the preparation for his career and the time and money involved.	
B.O. The student will observe a horse shoer trimming and shoeing a horse and discuss some of the possibilities of preparing for such a career.		
B.O. The student will observe the management of a private riding club and study the many kinds of feed for horses and the individual management of different horses.	3. Travel to a local private riding club or stable to observe and discuss the upkeep of the grounds. Observation of many horses and their feed and compare the condition of the different horses.	

COMMENTS: These six activities are carried out on four consecutive Friday afternoons as a part of the leisure time activities for student interests

CAREER EDUCATION CLUSTER: Hospitality & Recreation Occup.
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Leisure Time Activites

PLANS FOR EVALUATION: Evaluation is carried on subjectively by observing the students and noting their attention and enthusiasm through the course.

Developed By: Mrs. Mary Drussel

TITLE: CAREERS RELATED TO THE RIDING HORSE

PROGRAM GOAL:

COURSE GOAL:

Continued from page 7, 8-C-1

SCHOOL: Cashmere Middle School

GRADE: 7th and 8th Grades

EST. TIME INVOLVED:

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
B.O. Student will observe a large western private recreation center and talk with the manager about the many jobs available in the area.	4. Travel to a large western private recreation center and tour it with the manager, discussing the many jobs available in the area: race horse trainer, groundsman, carpenter, cook, waiter, clerks for betting windows, gate keepers, dude string manager, tour guides, etc.	Western living area - track, arena. Student with practical experience.
B.O. The student will observe the management of grounds, horses, feed, and tack of a breeding and training farm.		Local breeding farm and training facility.
B.O. The student will observe a western or English retail clothing and tack store and discuss the management of the store.	5. Travel to a breeding and training farm and observe farm and observe the mares, foals, stallions, paddocks, stalls, foaling stalls and pastures. Watch the horses in a training session. 6. Travel to a local western or English retail store. Discuss the purchase and display and general management of clothing and tack.	Local retail store - manager

COMMENTS:

CAREER EDUCATION CLUSTER: Hospital & Recreation Occup.
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Leisure Time Activity

PLANS FOR EVALUATION:

Developed By:
Mrs. Mary Drussell

TITLE: OCCUPATIONS RELATED TO MUSIC

PROGRAM GOAL: The student will understand the relationship between interest and abilities and career clusters.

COURSE GOAL: The student will be aware of the wide spectrum of opportunities available in the field of musical entertainment.

SCHOOL: Cashmere Middle School

GRADE: 7 & 8

EST. TIME INVOLVED: On-going project

INSTRUCTIONAL GOALS & BEHAVIORAL OBJECTIVES

I.G. The student is exposed to a variety of music as a leisure time activity.

I.G. The student is aware of the many occupations related to music other than performing occupations.

I.G. The student is aware of the qualifications, job tasks and philosophy of a music teacher.

B.O. The student will write a letter to a person involved in a music career or an occupation related to music.

B.O. The student will share information received about a specific occupation with the class.

LEARNING ACTIVITIES

1. Pre-test.
2. Students will choose one occupation they are interested in to research.
3. Student write letter to resource person asking questions about their specific job as it relates to music.
4. Class discussion of qualities and job demands of a music teacher.
5. Class discussion as to how music can be enjoyed and utilized as a leisure time activity.
6. Share information from letter interview with class.
7. Post-test.

RESOURCES

Resource Persons:

Local entertainers

Occupations related to music

Piano tuner
Music store employees
Instrument repairman
Composers

COMMENTS: This unit is primarily designed to espose students to different types of music as an interest.

CAREER EDUCATION CLUSTER: Fine Arts - Humanities
ELEMENT OF CAREER EDUCATION: Career Awareness
SUBJECT AREA CORRELATION: Music

PLANS FOR EVALUATION:

Developed By: Mike Crawford

GUIDANCE ACTIVITIES

Many educators are doing things with students that are guidance oriented. People in communities actively support guidance concepts by participating in various student work programs and by serving as resource people to the schools. Students share new learning experiences with other students. And so in this project, guidance has been viewed as an integral part; a foundation upon which all career education concepts can be built.

A major point of emphasis has been given the idea that the counselor need not be the only person in the school and community who works with guidance activities. There has been an apparent increase in the number of classroom-based, teacher-initiated projects which embody guidance concepts, kindergarten through grade twelve. An attempt has been made to help teachers recognize such activities as being grounded in guidance concepts, whether it be leading primary youngsters in activities centered around an awareness of self and others or helping high school students relate field trip experiences to subject matter and to the world of work. Guidance concepts are also evident in an activity that lets an eighth grade teacher encourage students to visit various occupations on-the-job for the purpose of critiquing that visit and sharing experiences with others in terms of how those jobs relate to various life styles. So, while an increase in such activities has not been a specific project objective, it should certainly be viewed as a significant secondary benefit.

The guidance personnel of the two districts have served a supportive function to the teaching staff. Counselors assisted teachers and students in arranging for on-the-job visits and helped secure resource people for visits to school.

Though not documented, each counselor reports an increase in self-referrals by students interested in discussing careers.

In addition to activities in the curriculum guide which embrace guidance concepts, a number of activities were initiated by the guidance staff.

LETTERS TO PARENTS

It is imperative that educators--including guidance people--be concerned about their public relations responsibilities. Most effective public relations come as positive, continuous and integrated into the totality of specific career education oriented student activities. Some teachers and administrators have incorporated this idea into the sending of letters to parents concerning areas of study in their children's classrooms, (hopefully related, but not necessarily limited to career education). Such a note serves as a catalyst for discussion at home concerning attitudes toward specific career areas. It's an effective example of how public relations concerning career education can be conveyed to the community. Parents are able to see how students' awareness of careers and their concepts are integrated into subject matter.

FACULTY AS RESOURCE PEOPLE

Taking into account the numbers of people involved in the teaching process in Cashmere and Peshastin-Dryden, there is representation from a number of part and full-time occupations which teachers have or have had in the past including hobbies and leisure time activities.

It was suggested earlier in the year that it might be possible to tap those interests and abilities; to, at times, utilize staff members as resource people in classes other than those in which they are teaching. To date, a questionnaire has been formulated, and is ready to be distributed to all staff members, Fall '74.

GUIDANCE CADRE

A Community Guidance Cadre has been formed. It consists of 110 people in this geographic area who are willing to talk with high school students, on a one-to-one basis, about their jobs --the good points, the bad points, the qualifications and training, possible monetary rewards, attitudes, etc. In actuality, it's a file of names available to the teachers and counselors in each of our high schools; people upon whom they can call for expertise when students are interested in knowing more about particular jobs.

STUDENTS AS RESOURCE PEOPLE

A number of students, particularly at the fifth, eighth, and twelfth grade levels, have been involved in on-sight job research, and have used various methods of reporting back to their classes; posters, oral and written reports and taped interviews. A particular group of seniors chose to take color slides of their visitation experiences. In groups of two or three they then organized their slides, with narration and background music, into a series of six presentations, each covering a different industry. The entire class has had the benefit of seeing each presentation, but many of the students have also taken their presentations to community groups and to middle and elementary school classrooms. The presentations are now on file in the school library, and available for use by anyone in the district. (See High School Guide, Voc. Ag. A).

IN-SERVICE SESSIONS

Numerous individual contacts with teachers were made throughout the year--contacts on a consultation basis concerning career education activities of students and teachers. Such consultations usually centered around ways in which guidance concepts point toward the development of each child and his basic attitudes about self and others, and the relationship of those attitudes to stages of preparation for the world of work; awareness, exploration and job entry requirements.

In addition to individual contacts, emphasis was placed on group in-service for teachers in the elementary grades. Video tape recorded activities with students, utilizing new career education materials, served as the base around which in-service sessions were planned and undertaken for teachers. The approach was three-fold. First, a preliminary planning meeting was held for the purpose of orienting teachers to materials that would be used with their students; to discuss rationale and make arrangements for time scheduling, room arrangements, size of the student group (one or more classes) and to make clear the philosophies inherent in the integration of such activities into the existing curriculum. Next, following the initial taping session with students, a critique session, involving those staff members present during the taping, would be held for the purpose of generating immediate feedback concerning outcomes of the taped session and the transportability of those ideas to other groups. Finally, an in-service session would be held for interested teachers of that grade level in both districts for the purpose of viewing the tape and to discuss ways of using ideas and materials in their classrooms.

SENIOR CITIZENS

An emphasis of the Cashmere, Peshastin-Dryden Career Education Project is to utilize community resources in helping students better understand the world of work. One resource being explored is the Cashmere Senior Citizens. Staff presentations to that group have been met with enthusiastic support. In essence, the request for their assistance has been approached from two focal points. First, it is felt that as a result of a wide variety of occupational and leisure time experiences, many senior citizens have skills and knowledge that could give students a broader view of occupations than those to which they normally are exposed. But secondly, it would create among senior citizens a feeling of dignity and self-worth through in-depth involvement in the life of the school and community. An informational questionnaire was formulated, presented to the senior citizen [illegible], then duplicated for distribution to interested individuals. Upon retreival of the questionnaires, the information will be cataloged and made available to teachers in both districts.

PARENT GROUPS

Recognizing that parents are a primary influence in most phases of career education, an attempt was made to get parental involvement in various ways in the project. The goal of parent involvement is more than just the effect upon the career decisions of students in later years. Building parent-child communication and mutual respect and assisting in the improvement of family relationships will contribute to the overall development of the student and his relationship with the society in which he lives.

To that end, a series of three parent discussions were held, hosted by the project staff and a fourth grade teacher. The group began with seventeen positive responses to the invitation. The series centered around three main themes. The first session was an introduction to career education; parents were introduced more fully to its meaning and its effect upon school curriculum and students. The second meeting was based upon school activities that were taking place in the fourth grade classrooms. Parents saw slides, samples of student work which related academic subjects to career education concepts and heard previews of forthcoming activities. As a part of those previews and as preparation for the third session, an invitation was extended for parents to visit their children's classrooms. They were also to discuss with their child the meaning of career education and how it was being implimented in their classroom. After discussing these topics at the third session, it was gratifying to note that the discrepancies between the accepted role of career education in the classroom and the role as defined by students were positive. That is to say that they described their classroom activities as centering around reading, arithmetic, social studies, etc. "But we've also been talking about jobs related to those subjects." Such descriptions only added more emphasis to the meaning of career education. The final session closed with discussion of parents' recollections of what they could describe as career education concepts in their lives, (or lack of them) and how concepts have effected their life styles. One mother remarked, "As a result of these discussions, I think I can probably be a little more supportive of my son's comments about his school activities."

COMMUNICATION GROUPS

Basic communication skills are a necessary ingredient to all aspects of life -- childhood through adulthood. There are vast differences in the way individual students face new experiences; take on new jobs in the home or at school, deal with disappointments, make and keep acquaintances and, in short, view themselves and the way they fit into the world around them.

In order to develop positive skills in communication, one needs a degree of confidence and self-esteem. Keeping that in mind, a three-phase exercise in communication was planned around an awareness of feelings toward self and others, concentrating on individual strengths. Various adaptations were made, and the exercise was presented to four different groups of students; (1) a group of middle school girls, meeting with the school nurse to discuss personal grooming and its effect upon personal relationships, (2) a seventh grade health class, concentrating on self-understanding, (3) a seventh grade girls group meeting with the school nurse, and involved with self-understanding, and (4) a twelfth grade career planning class, working with job interviews.

In the first session, students explored their own individual strengths and shared them with others. Discussion followed on the meaning of "perceive" as related to perception of self and others. The second session was based on discussion of the strengths which students wanted to really capitalize on, and at the same time, focused on two questions: (1) What's keeping me from using all of my strengths? (2) What could I do in the future by using all my strengths?

Session three varied with each group and related specifically to their original reasons for meeting. For instance, the high school group discussed communication skills as related to job interviews. One seventh grade group related communication skills to their study of an SRA booklet, Understanding Yourself. (See Middle School Guide, 7-A-1).

THE ROLE OF THE INSTRUCTIONAL MEDIA SPECIALIST AS IT PERTAINS TO CAREER EDUCATION IN CASHMERE, WASHINGTON

1. Assist students and teachers in any way possible in their search for career materials.

2. Provide books, paperbacks, school catalogues and materials on careers which students and teachers may check out of the library.

3. Prepare kits which include tapes, filmstrips, clippings, pictures and pamphlets on careers which students and teachers may check out of the library.

4. Display a chart featuring clusters.

5. Set up a file in the catalogue of career materials for students and teachers. Include subject headings for specific career materials in card catalogue.

6. Provide information for field trips, and the names of contact persons; and provide lists of resource people in the community who can be called upon for group interviews. This includes former students (if possible) high school students who are working part time, senior citizens, business persons, school personnel, etc.

7. Provide a bibliography of all career materials which are in the district. This list will include books and paperbacks, both fiction and non-fiction, pamphlets and audio visuals along with a reminder of materials in the vertical file. As new materials are acquired the list will be updated.

8. Periodically remind teachers of materials which relate to their grade levels and curriculum areas.

9. Provide a vertical file which includes:

   A. Magazine articles, newspaper clippings, pictures, posters, etc. This material is filed by occupational clusters with cross-references.

   B. Idea file for teachers:

      1. Copies of survey questionnaires which can be duplicated.
      2. Samples of job application forms which can be duplicated.
      3. Forms for interviews.
      4. List of available student-prepared slide and tape occupational programs.
      5. Information on "Teletalk" from the telephone company.
      6. Information on games, simulations, role playing, etc.
      7. Creative activities such as bulletin board ideas, displays, murals, posters, etc.
      8. Copies of any materials that teachers have found successful and are willing to share with other teachers which include curriculum guides, teaching units, and specific activities.

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CASHMERE, PESHASTIN-DRYDEN
CAREER EDUCATION PROJECT

APPENDIX:

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SOME QUESTIONS ABOUT CAREER EDUCATION*

1. WHAT IS "CAREER EDUCATION"?

"Career Education represents a response to a call for education reform. "Career" is defined as the totality of work one does in his or her lifetime. Work is defined as conscious effort aimed at producing benefits for oneself and/or for others. "Education" is defined as the totality of experiences through which one learns. Thus, "Career Education" can be defined generically as the totality of educational experiences through which one learns about work. "Work" with the definition cited above, obviously includes unpaid activities as well as paid employment. Education, as defined here, obviously includes far more than schooling." Dr. Kenneth B. Hoyt.

2. ISN'T KINDERGARTEN A LITTLE YOUNG TO BEGIN DISCUSSING FUTURE CAREERS?

Kindergarten deals with attitude toward self, others, and life around us. Attitude toward self and the world of work are a part of career education. Children are not expected to choose a career at this stage, but they are aware of workers and can learn to appreciate what they do.

3. ARE YOU TRYING TO PROGRAM CHILDREN INTO JOBS TO FIT MANPOWER NEEDS?

No. We are trying to equip people to find a place in life which suits them. Part of this is a job, but they need to be able to adjust to changing job requirements with knowledge of what they can do as related to what they want to do. We are using current manpower information so that students can set realistic goals using available data regarding job opportunities.

4. IS IT THE INTENT OF CAREER EDUCATION TO TAKE EMPHASIS OFF THE NEED FOR A COLLEGE EDUCATION?

Career Education is NOT "anti-college" or "pro-trade skills". One of the aims of the Career Education program is to achieve 100 percent placement of the high school graduates -- that is, placement in one of four categories; the active job market; apprenticeship program; junior college; or a university. Career Education encourages a university education for all students interested in a career which requires an advanced degree, but also stresses the need for and satisfactions involved in jobs which do not require a degree.

5. HOW DO YOU PROPOSE TO CHANGE THE ATTITUDES OF ALL THE PARENTS WHO WANT THEIR CHILD TO GO TO COLLEGE, ESPECIALLY REGARDING THE PRESTIGE FACTOR?

Career Education proposes to do this in two ways: (1) By stressing the importance of all types of jobs to society, and (2) By changing the emphasis on careers to personal fulfillment, rather than "status". These concepts will pervade not only the activities in the classroom but also the communications to parents, parents' nights, career expositions, and other activities designed to publicly promote this important attitude. Our purpose is to expand, not necessarily change parental attitudes in this area; career education does not discourage enrollment in college. The attitudes of career education are expressed by the eight career themes: Career Awareness, Self-Awareness, Skill Awareness and Beginning Competence, Employability Skills, and Educational Awareness. Communication and understanding of these themes could result in more positive higher education and career choices. Any parent who has supported a child in college for a period of a year and had them drop out, would also quickly indicate that expanded career information would be a good policy.

6. HOW CAN TEACHERS BE EXPECTED TO INCORPORATE NEW SKILLS AND CONCEPTS WHEN THEY ARE ALREADY PRESSED FOR TIME TO COVER REQUIRED MATERIAL?

Additional work load is not the intent. A reorganization of thought and methods revolving around existing approaches is what is needed. For example, providing simulated "carpentry" experience when studying math or demonstrating how sales clerks, veterinarians and pilots all need to be able to spell correctly may involve very little "extra" time, but may add relevance and motivation.

7. WHAT IS THE PURPOSE OF TEACHING ABOUT CAREERS THAT MAY BE OBSOLETE IN FIVE YEARS?

There are many factors common to several careers. Learning about one provides knowledge which can be useful in others. A career involves more than one employment and the more types of employment a person studies, the better prepared for changes. The emphasis is not placed on specific jobs but rather on job families or clusters of occupations.

8. WHY ARE YOU EMPHASIZING "CAREERS"?

We believe we are on the verge of a solution for the number one problem in the United States and the world. Public education is behind the times regarding Career Education. We are not preparing our children for the kind of world of technology in which they will live. We must instill honor and respect for quality of work skillfully and efficiently done, whether by an auto mechanic or a heart specialist. Education and Career Education must become synonymous.

9. SOME PEOPLE FEEL THAT NOT EVERYONE GAINS SATISFACTION FROM THE SO-CALLED "WORK ETHIC". HOW DO YOU INCLUDE THESE PEOPLE IN YOUR PROGRAM?

We hope to include these people by disseminating current information about the world of work and the worth of work. The ability to get along with others is an essential aspect of the "work ethic" which would apply equally to those who do not support this concept.

10. TEACHERS THEMSELVES MAY NOT KNOW ABOUT THE JOB POSSIBILITIES THAT ARE AVAILABLE. HOW CAN THEY TEACH CHILDREN ABOUT THEM?

Career Education urges and encourages a new sense of cooperation between parents, business, industry, students, and school. It provides the avenue to involve youth in the community, and the people of the community into the educational setting. Teachers are provided with current career information through consultants. Career information is disseminated to the teachers through the Washington State Coordinating Council for Occupational Education, seminars, workshops, and individual teacher contacts.

11. WHERE CAN I GET MATERIAL THAT I CAN USE IN MY CLASSROOM WITHOUT HAVING TO PREPARE IT ALL MYSELF?

Some materials may be obtained from the Coordinating Council for Occupational Education, Olympia. Also, a review of the ERIC Clearinghouse on Vocational and Technical Education at the Ohio State University may be a good place to start. Several states have guides, and some suppliers of educational materials are beginning to publish units, guides, and books on Career Education. As the Model Program for Career Education in the Cashmere, Peshastin-Dryden School continues, we will be able to supply a limited amount of materials.

Some Questions About Career Education (Continued)

12. ONE OF THE GOALS OF CAREER EDUCATION IS THAT "EVERY STUDENT LEAVING HIGH SCHOOL BE TRAINED IN A SALEABLE SKILL." DOES THAT MEAN THAT LESS EMPHASIS WILL BE PLACED ON THE "LIBERAL ARTS" SUCH AS LITERATURE OR HISTORY?

A saleable skill may include a vocational or job ability, but does not exclude liberal arts. The subjects in this area, when properly oriented, enhance the individual's value in any position because of the broader information and understanding they provide. They increase a person's adaptability and ability to fit into a job.

13. IS CAREER EDUCATION ONLY VOCATIONAL EDUCATION REDEFINED?

Career Education IS NOT just another name for vocational or technical education. Whereas vocational is a "program" with very specific aims, Career Education is a "concept" with some very broad, long-range goals. Career Education does not involve specific training for a specific occupation. Instead, it provides an opportunity to explore many occupational alternatives, thus widening the scope of choices. Vocational education is a part of Career Education, and the terms are in no way synonymous. Career Education is for ALL students, teachers, grades, subjects, and occupational areas of interest.

*Adapted from Project WACOP, 6836 N. 58th Drive, Glendale, Arizona.

PLANNING STAGES FOR CAREER EDUCATION

1. PREPLANNING:

   a. One person in the district or school must have responsibility for decisions. That person must also have some authority.

   b. Gain a commitment from the administration, a philosophical commitment as well as monetary resources.

   c. Survey what has been done and what is being done both in the district and outside the district.(Send for materials from the existing projects.)

2. PERSONNEL AWARENESS AND ORIENTATION:

   a. Explain career education to the instructional staff. Give some concrete examples of the need for career education.. (Unemployment statistics -- drop-out problems -- motivation of students -- public demand)

   b. Attempt to get a philosophical commitment from at least a few people at the instructional staff level. (Get a few to say "yes we will try.")

   c. Make sure the school counselor (or total guidance department) is involved from the beginning. School counseling and guidance goals and those of the educational program should be closely related, and guidance should be totally integrated with any program of career education.

   NOTE: Remember that career education begins with the existing curriculum. Have teachers begin with what they are now doing and develop a career concept from it. Also, you are asking teachers to change a curriculum with which they feel comfortable and which they may have been teaching a goodly number of years.

3. SHOW AND TELL:

   a. Invite persons operating successful career education programs to your school to give examples of career education in operation.

3. SHOW AND TELL (Continued)

   b. Make curriculum materials, (examples of printed materials; units, lesson plans for all grade levels (K-8), and for all disciplines in the high school) available to teachers for ideas. Duplicate the examples and get them into the hands of teachers.

      NOTE: These materials should include objectives for the various grade levels. Teachers seem to have an adversity to writing program objectives. Knowing this, it is suggested that an established set of objectives be provided, and the teachers informed that they may use or modify these, or write new ones.

4. INVOLVEMENT:

   a. Involve instructional staff in an in-service program of curriculum development for career education. (Give college credit, increment, or extended contract where possible).

   b. Identify a "building coordinator," or someone in a group who can assist persons and act as a communicator from teachers to the coordinator and from the program coordinator to the teachers.

      NOTE: If teachers are handed materials such as a curriculum guide, it has a tendency to end up on a shelf, but when teachers develop materials to use in their classroom, there seems to be a degree of "ownership" or a pride in development.

5. IMPLEMENTATION:

   a. Get things going in classrooms where teachers are willing to get involved. Have teachers observe and share ideas. With a beginning of a few, teachers can see the reaction of students, etc. (Career Education has a tendency to be spontaneous).

   b. Publicize what is going on both to the staff and outside agencies.

   c. Evaluate what is going on, get feedback and infeed from teachers, parents and students. Are you meeting your objectives? Are you helping children?

5. IMPLEMENTATION (Continued):

   d. Encouragement for teachers is needed at this point. Pat them on the back and give them help as much as you can.

6. COMPREHENSIVE PLANNING AND REFINEMENT:

   a. Establish some long range goals for career education and refine what is being done. Make improvements in the system based on evaluation.

   b. Involve the community; parents, employers, employees, civic leaders, etc. Make career education a school-community operation.

HAVE YOU EVER. . . . .

1. Related supermarket checking and math?
2. Set up a school store for dispensing items?
3. Related painting with rollers to fiberglass work?
4. Divided a class into teams to accomplish a single project?
5. Borrowed an adding machine for class use?
6. Set up a "take apart" table with tools, clocks, old radios, etc.?
7. Inventoried parents' occupations and/or invited them to speak?
8. Made an art project on a "mass projection" basis?
9. Let children weigh and measure and relate the activity to adult jobs?
10. Made a field trip where you looked more at people than at things?
11. Related recess time to "outside occupations"?
12. Set up a school newspaper with editors, proofreaders, writers, etc.?
13. Made a comic book to illustrate the job of a marine biologist, electronic technician?
14. Related the tourist industry of a state or country to real jobs and people?
15. Identified "serving other people" as a group of occupations?
16. Visited a vocational school?
17. Asked mothers who hire baby sitters to visit class and discuss job requirements?
18. Had students role play service occupations at lunch time?
19. Toured a hospital or brought old X-rays to class?
20. Invited the school secretary, bus driver, custodian, cook, or principal to class to discuss their jobs?
21. Tried cardboard carpentry?
22. Had students draw floor plans?
23. Related a science activity to its counterpart in the work world?
24. Played "What's My Line"?
25. Elected a bike safety engineer and made vehicle safety inspections?
26. Computed the increase in cost from raw grain to a box of cereal?
27. Named class helpers after their adult counterparts in a given industry (supt., time keeper, comptroller, foreman, leadman, etc.)?
28. Collected hats or tools of occupations and had students guess the job?
29. Constructed a measuring wheel?
30. Had students write or tell about "What I like to do in my free time..."?
31. Related personal interests and hobbies to occupations?
32. Made a dictionary of terms used in a particular occupation?
33. Collected canned or bulk goods and traced their points of origin?

34. Used tools to build something needed for a school, class, or group project?
35. Cooked something in class?
36. On your own, looked at the Dictionary of Occupational Titles?
37. Discussed or researched new occupations such as holography, aquaculture, and robotology?
38. Had a "Career Day" or "Career Week"?
39. Identified the fourteen or fifteen major occupational clusters?
40. Talked about the meaning of a "lay-off"?
41. Before you made posters for a coming event, invited a graphic artist, illustrator, or silk screener to class?
42. Made a "With These Hands" booklet?
43. Made puppets that represent occupations?
44. Borrowed a typewriter for class use?
45. Built scale models?
46. Maintained an aquarium and related it to occupations in the sciences?
47. Invited high school students such as candy stripers, DE students, etc. to class?
48. Grouped occupations into those dealing with data, those dealing with people, and those dealing with things?
49. Made an effort to eliminate occupational stereotypes?
50. Discussed jobs in student interest areas -- baseball, music, etc.?
51. Taken a day to learn about workers and awareness before you took a field trip?
52. Had "rap sessions" with business and industrial workers?
53. Allowed students to take slides and prepare tapes on workers for class presentation?
54. Visited other teachers who are doing things in Career Education?
55. Thrown out the text and improvised career curricula?

DON'T KNOCK IT UNTIL

YOU HAVE TRIED IT

or

TRY IT --

YOU'LL LIKE IT!

POSSIBLE IDEAS IN CAREER EDUCATION

1. Write interview questions in class and assign each child to interview a worker in his community. Could use service station attendant, bank teller, etc. Teacher could help set up interviews.

2. Draw a very large US map and have children make cut-outs of workers in occupations particular to different parts of the country. See if they can find a specialized job for each state. (a) Fisherman, (b) Lumber Mill Worker, (c) Citrus Grower, (d) Tobacco Farmer, (e) Car Manufacturer, (f) Skyscraper Construction Engineer.

3. Design a unit with players wearing titles of jobs. Trace a product from the start to finish using transportation workers, accountants, salesmen, personnel managers, supervisors, etc.

4. Bring in interesting speakers on jobs children may not know too much about. Have them bring some of the materials they work with and, if possible, demonstrate them. (a) Interior Decorator, (b) Bricklayer, (c) Optometrist, (d) Fur Farmer, (e) Physical Therapist, (f) Male Chef, (g) Geologist, (h) Scene Designer, etc.

5. Get copies of several blueprints for houses and have the children attempt to interpret them. Relate the need for math skills.

6. Give the students a list of jobs: Nurse, Sales Clerk, Bill Collector, Botanist, Special Education Teacher, Assembly Line Worker, etc. Divide into groups and have them list the personality factors each would need for a successful job. A bulletin board could be made from this.

7. Have a personnel manager visit the room and discuss the importance of personality on a job. Children could add this information to their lists on (6).

8. Discuss ways to improve personality and social attitudes. Example: volunteering to help when possible, expressing appreciation, etc.

9. Make a large mural -- "A World of Work" and have children draw a worker he has chosen to illustrate, performing his work. Under the mural could be posted short reports on the skills needed for this job, training required, job opportunities in this field, and advantages and disadvantages of this job.

Possible Ideas in Career Education (Continued)

10. Have children choose any career that seems attractive to them. Categorize this job under OUTDOOR, MECHANICAL, COMPUTATIONAL, SCIENTIFIC, PERSUASIVE, ARTISTIC, LITERARY, MUSICAL, SOCIAL SERVICE, CLERICAL. Then have them find as many more jobs as possible that fall under the same category. This could be part of a career notebook.

11. Make a room collection of career books, pamphlets, etc., and have children make a section in their career notebook on "Jobs I Never Knew Existed". Have them describe the job and then try to make a few comments on why they would or would not like this job.

INDIVIDUAL DIFFERENCES

"Fable of the Animal School"*

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world", so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying, and, to make it easier to administer, all the animals took all the subjects.

The duck was excellent in swimming, better in fact than his instructor, and made passing grades in flying, but he was very poor in running, Since he was slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But, average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the tree top down. He also developed charlie horses from over-exertion and then got "C" in climbing and "D" in running.

The eagle was a problem child and was disciplined severely In the climbing class, he beat all the others to the top of the tree, but he insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little had the highest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

Does this fable have a moral?

---

*By Dr. G.H. Reavis, Assistant Superintendent of Schools, Cincinnati, Ohio.

THE JOB

Take this my boy, and remember it long,
Though now it may strike you as funny,
A job with a chance to improve and advance
Is better than one that pays money.

Take a hint from an old man who's traveled the way,
Just heed to his counsel a minute.
There's a job that may pay you five dollars a day
But that's all there will ever be in it.

Don't look at the cash as so many boys do,
Take a look at the long years before you.
See how much you can learn, not how much you can earn,
And the place which the future has for you.

Can you rise from the post where they'd have you begin?
How far will this humble job take you:
These are questions to ask. They pay well for the task,
But what sort of a man will it make you?

Oh, many a boy has begun with a rush
And has grabbed for a man's wages blindly:
Now he sticks as a man at the spot he began,
And thinks life has used him unkindly.

So look for a job with a future ahead,
Seek a chance to grow greater and greater,
Seek a place where you know as you work you will grow,
And the money will come to you later.

---Edgar A. Guest

THE CALF-PATH

One day, through the primeval wood,
A calf walked home, as good calves should;
But made a trail all bent askew,
A crooked trail as all calves do.

Since then two hundred years have fled,
And, I infer, the calf is dead.
But still he left behind this trail,
And thereby hangs my moral tale.

The trail was taken up next day
By a lone dog that passed that way;
And then a wise bell-wether sheep
Pursued the trail o'er vale and steep,
And drew the flock behind him, too,
As good bell-wethers always do.

And from that day, o'er hill and glade,
Through those old woods a path was made;
And many men wound in and out,
And dodged, and turned, and bent about
And uttered words of righteous wrath
Because 'twas such a crooked path.
But still they followed--do not laugh--
The first migrations of that calf,
And through this winding wood-way stalked
Because he wobbled when he walked.

This forest path became a lane,
That bent, and turned, and turned again;
This crooked lane became a road,
Where many a poor horse with his load
Toiled on beneath the burning sun,
And traveled some three miles in one.
And thus a century and a half
They trod the footsteps of that calf.

The years passed on in swiftness fleet,
The road became a village street;
And this, before men were aware,
A city's crowded thoroughfare;
And soon the central street was this
Of a renowned metropolis;
And men two centuries and a half
Trod in the footsteps of that calf.

Each day a hundred thousand rout
Followed the zigzag calf about;
And o'er his crooked journey went
The traffic of a continent.
A hundred thousand men were led
By one calf near three centuries dead.
They followed still his crooked way,
And lost one hundred years a day;
For thus such reverence is lent
To well-established precedent.

A moral lesson this might teach,
Were I ordained and called to preach;
For men are prone to go it blind
Along the calf-paths of the mind,
And work away from sun to sun
To do what other men have done.

They follow in the beaten track
And out and in, and forth and back,
And still their devious course pursue,
To keep the path that others do.

But, how the wise old wood-gods laugh,
Who saw the first primeval calf!
Ah! Many things this tale might teach --
But I am not ordained to preach.

---Sam Walter Foss

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLES	TYPE	LEVEL	APPROX. COST	COMMENTS
Science Research Assoc. 259 E. Erie Street Chicago, Ill. 60611	FOCUS I, II, & III	Kit	K-6	$140.00	Excellent - students enjoy it. Helps them to accept themselves & build good relationships. Fits in with regular unit.
	Math Application	Kit	4-8	60.00	Very good -fun ideas for individualized math learning.Includes a section on careers.
	Our Working World	Booklets S/Filmstrip	1-3	150.00	Very good - relates family roles to world of work.
	Job Family Series	Booklets	7-14	25.00	Excellent - interesting reading - good ideas - covers a variety of jobs.
	Job Experience	Kit	8-12	140.00	Good supplementary material for research. Work - simulation experience
	Discovering Yourself	Booklet	7-9	3.00	Good information. Used as a text questions. Particularly good.
	Jr. Guidance Series	Booklet	6-9	12.00	Very good
	Work Program	Kit	6-9	180.00	Excellent filsmtrips & tapes. Good for occupational study.
	Better Living	Booklets	Teacher	25.00	Good for teachers & parents. Some deal with mature subjects.
	Occupation Exploration	Kit	9-12	120.00	Good set of career cards - one problem: address given for more information was not up to date.
	Keys - Career Exploration	Kit	6-adult	110.00	Very good - introduces world of work & encourages career exploration.
	KNOW	Kit	9-12	50.00	Excellent - includes inf. on job interviews & other knowledge needed to obtain work.
	Manpower and Nat'l Resources	Kit	6-12	80.00	Good
	Career Information	Kit	9-14	235.00	Good
SVE 1345 Diversey Parkway Chicago, Ill. 60614	Preparing For Office Job	6 cassettes	6-12	60.00	Very Good
	Job Opportunities Now	6 S/Filmstrips	6-12	60.00	Very Goo[illegible]
	Foundations - Occupational Planning	5 Filmstrips	6-12	30.00	Very [illegible]
	Exploring Careers	6 S/FS	4-12	65.00	Very [illegible]
	Vocational Decision	3 S/FS	6-12	40.00	Very [illegible]
	Lollipop Series	6 S/FS	K-3	65.00	Exce[illegible] for Self Awareness
	Living With Your Family	4 S/FS	K-3	40.00	Very [illegible]ood

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLES	TYPE	LEVEL	APPROX. COST	COMMENTS
Tomahawk Corporation P.O. Box 171 Edmonds, WA 98020	Introduction to Circular Saw	A.V. Cartridge	9-12	60.00	Good for introduction to circular saw - tapes very detailed
	Introduction to Soldering	A.V. Cartridge	9-12	60.00	Excellent
	Taps & Dies	A.V. Cart.	9-12	60.00	Excellent
	Small Gas Engine I	A.V. Cartridge	9-12	60.00	Very Good
	Small Gas Engine II	A.V. Cartridge	9-12	60.00	Very Good
	Bricklaying I	A.V. Cart.	9-12	60.00	Very good for introduction
	Bricklaying II	A.V. Cart.	9-12	60.00	Good
American Guidance Service Publishers' Building Circle Pines, Min. 55014	DUSO D-1	Kit	K-2	100.00	Excellent
	DUSO D-2	Kit	3-4	100.00	Great value in the classroom.
	Peabody Language Kit 1 & 2	Kit	K-3	60.00 each	Excellent for exploring a variety of careers.
Ralph Butterworth, Inc 6959 Calif. Ave. S.W. Seattle, WA 98136	Career Exploration Series (20 kit)	Filmstrips	4-12	60.00 each	Excellent for exploring a variety of careers.
Reader's Digest Ser. Educational Division Pleasantville, N.Y. 10570	Write To Communicate (4 titles	Kits	3-6	210.00	Excellent
Regent Book Co. 107 Prospect Place Hillsdale, N.J. 07642	Community Helpers Series (17 titles)	Books	K-2	2.50 each	Excellent - introduces many jobs under a major area

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLES	TYPE	LEVEL	APPROX. COST	COMMENTS
Lerner Publications Co. 241 First Ave. N. Minneapolis, Min. 55401	Early Career Series (12 titles)	Books/ Prints	K-5	$14.00 each	Excellent
	Science Hobby Series (9 titles)	Books/ Prints	3-6	14.00 each	Excellent
Miller Brody Pub. Co. 342 Madison Ave. New York. N.Y. 10017	I Want To Be Series (6 titles	S/Film-strips	Primary	50.00	Excellent - encourages students to discover more about occupations.
Media Materials, Inc. 409 W. Cold Spring Lane Baltimore, MD 21210	Careers Series (15 titles)	Cassette Program	4-6	10.00 each	Very good for individual research on a variety of occupations.
King Features Education Division 235 E. 45th St. New York, N.Y. 10017	Career Awareness Program (15 titles	Comic Pamphlets	3-6	40.00	Very good for supplementary enrichment materials. Information about many jobs found in the 15 clusters. High School interest.
Educational Dimensions Box 488 Great Neck N.Y. 11022	Careers in Interior Design	S/Film-strips	9-12	35.00	Very Good
	Art Careers in Advertising	S/Film strips	9-12	17.50	Very Good
	Careers in Illustration	S/Film strips	9-12	17.50	Very Good
	Careers in Fashion Design	S/Film strips	9-12	17.50	Very Good
	Graphic Careers in Advertising	S/Film strips	9-12	35.00	Very Good
American Tape Library Box 651 Rancho Santa Fe, CA 92067	#502 Forest Ranger	Cassette	7-12	5.00	Very Good
	#546 Chemical Research	Cassette	7-12	5.00	Very Good
	#545 Geologist	Cassette	7-12	5.00	Very Good
	#522 Oceanographer	Cassette	7-12	5.00	Very Good
	#509 Veterinarian	Cassette	7-12	5.00	Very Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLES	TYPE	LEVEL	APPROX. COST	COMMENTS
U.S.A. Tapes 4450 N. 27th Dr. Phoenix, Arix. 85017	#4506 Foresters	Cassette	7-12	$5.00	Very Good
	#4524 Life Scientist	Cassette	7-12	5.00	Very Good
Lovett and Co. Box 1127 Clarksburg, W.V. 26301	Consumer Ed. Series (6 titles)	S/Film strips	7-12	60.00	Excellent High Student interest
First Place Music Pub. Inc., 12754 Ventura Blvd, Suite 203 Studio City, CA 91604	Music/Record Career Handbook	Book	High School	17.00	Excellent source material for individual reference work.
Alfred Publishers 75 Channel Drive Port Washington, N.Y.	Careers in Music	Cassette Series	High School	65.00	Excellent pertinent material.
Scholastic Book Service 904 Sylvan Ave. Englewood Cliffs, N.J. 07632	#3597 Discovery Unit	8 S/Film-strips	7-9	115.00	Excellent - High Student interest
	Scholastic Dimensions (8 Mo. titles)	Kits	3-6	80.00	Excellent - current subjects are covered. High Student interest.
Careers P.O. Box 135 Largo, Florida 33540	Industrial Careers	Kit	9-12	50.00	Fair Some information obsolete.
Harcourt Brace Jovanovich 757 Third Avenue New York, N.Y. 10017	Micro-Economy		9-12	45.00	Excellent
Inland Audio- Visual Co. N. 2325 Monroe St.	Voice, Vocabulary and Delivery	Cassettes	9-12	25.00	Good
	Art of Listening	Cassettes	9-12	25.00	Good
	Discover Your Hidden Talents	Cassettes	9-12	25.00	Good

TEACHER EVALUATION OF COMMERCIAL MATERIALS

SOURCE	TITLE	TYPE	LEVEL	APPROX. COST	COMMENTS
Butterick Fashion Marketing 161 Sixth Ave. New York, N.Y. 10013	See and Sew	Kit	9-12	$200.00	Excellent
Visual Aids Studio 1909 Avenue Huntsville, Texas 77340	Fashion and You	Filmstrips	9-12	25.00	Fair - - will become dated.
BFA Educational Media 2211 Michigan Ave. Santa Monica, CA 90404	Making Firends	Filmstrips	K-3	25.00	Very Good
My Weekly Reader Xerox Education Columbus, Ohio 43216	Ecology: Nature and Needs	Pamphlet	3-6	.35	Good - but difficult to use because of poor organization of booklet
Dimensions of Personality 38 West 5th St. Dayton, Ohio	Search for Values	Kit	9-12	45.00	Excellent in helping students discover and clarify values.

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